**MSU Denver Written Communication General Studies Rubric**

Description: Written communication is the development and expression of ideas in writing across many genres and styles. It includes understanding how writers may shape texts for their specific rhetorical situation. It includes multimodal composing and the creation of texts that combine words, images, and/or data. Written communication abilities develop through interactive and iterative experiences across the curriculum.

*Evaluators are encouraged to assign a zero to any work, sample, or collection of work that does not meet introductory (1) level performance.*

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| **Student Learning Outcome** | **0** | **Introductory**  **1** | **Developing**  **2** | **Advancing**  **3** | **Capstone**  **4** |
| **Employ rhetorical knowledge**—Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation. | Not  evident | Demonstrates minimal attention to context, audience, purpose, or genre. | Demonstrates awareness of context, audience, purpose, and genre. | Demonstrates adequate consideration of context and has clear focus on audience, purpose, and genre. | Demonstrates a thorough understanding of context and is responsive to audience, purpose, and genre. |
| **Develop content**—  Create and develop ideas within the context of the situation and the assigned task(s). | Not  evident | Uses appropriate or relevant content to develop simple ideas in some part of the text. | Uses appropriate or relevant content to develop and explore ideas throughout the text. | Uses appropriate, relevant content to develop and explore ideas within the context of the discipline or genre throughout the work. | The writer's perspective shapes the entire text. Strategically uses appropriate, relevant content to illustrate insight into the subject and context. |
| **Apply genre and disciplinary conventions**—Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields. | Not  evident | Attempts to use basic organization and presentation. May have inconsistent or incorrect formatting. | Follows basic conventions for “academic” writing including basic organization, content, and presentation choices. | Demonstrates consistent use of conventions particular to the specific genre or discipline including consistent organization, content, presentation, and stylistic choices. | Demonstrates detailed attention to the conventions particular to the discipline or genre and strategically uses a wide range of those conventions in organization, content, presentation, and stylistic choices. |
| **Use sources and/or evidence—**Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim. | Not  evident | Attempts to use evidence to support ideas or claim. | Attempts to use credible and/or relevant sources or evidence to support ideas or claim. Sources/evidence are appropriate for genre and/or discipline. | Uses credible, relevant sources or evidence to support claim.  Sources/evidence are relevant for genre and/or discipline. | Strategically uses credible, relevant, discipline-specific sources or evidence to support claim. Sources/evidence are relevant to and valued in the genre and discipline. |
| **Document sources and evidence**—  Follow an appropriate documentation system. | Not  evident | Attempts to use documentation. | Attempts consistent documentation using a recognizable system. | Uses consistent documentation in a system appropriate to the discipline or genre. | Closely adheres to a documentation system appropriate to discipline and genre. |
| **Use rhetorically effective conventions—**  Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task. | Not  evident | Uses language and language conventions that sometimes impede meaning. | Uses language and language conventions that generally communicate meaning with some clarity. Tone and register are consistent but not rhetorically effective OR they are not consistent. | Uses language and language conventions that consistently communicate meaning with clarity. Tone and register are consistent and rhetorically effective. | Uses language and language conventions, including tone and register, that strategically shape and communicate meaning with clarity and fluency. |