

**University of Colorado Colorado Springs Compass Curriculum**  
**Assessment Rubric for Student Learning Outcome #4 “Communicate effectively and context-appropriately through writing.”**

<b>Component</b>	<b>0 None</b>	<b>1 Beginning</b>	<b>2 Developing</b>	<b>3 Proficient</b>	<b>4 Excellent</b>
<b>Purpose, Claim, Perspective, Thesis, Hypothesis and Context</b>	No evidence of this learning objective or papers were not accessible to be assessed.	The purpose of the writing is unclear and, as a result, meaning is lost/obscured, with minimal attention to the context and assigned task(s). If a purpose is stated, there is substantial mismatch between the stated purpose and the text itself; the text does not identify or develop most ideas/themes.	The purpose of the writing may be unclear or misleading. The discussion of the purpose is beginning to show some awareness of the context and assigned task(s). There may be a mismatch between the stated purpose and the text itself and some of these main ideas/themes may not be identified or developed.	The purpose of the writing is implied, but may be vague, general, or not made explicit. The discussion of the stated purpose demonstrates adequate consideration of the context and assigned task(s). The text itself effectively develops the stated purpose. Text identifies and develops main ideas/themes, but some may lack clarity or depth.	The text presents a clear thesis statement, makes a primary claim, or clearly states the purpose of the essay/report. This statement, or collection of statements, demonstrates a thorough understanding of the context and assigned task(s) and remains the focus of the writing throughout, and ideas/themes stated as the purpose are fully identified and developed.
<b>Critical Thinking</b>	No evidence of this learning objective or papers were not accessible to be assessed.	The text provides few details and little support or support that is illogical or invalid. Draws inappropriate or unclear conclusions or omits conclusions entirely.	The text provides support but may not be logical or valid; some details may be missing. Some unclear or inappropriate conclusions.	Generally, the text provides logical and valid details and support. For the most part, draws clear and appropriate conclusions.	The text provides logical and specific details, appropriate for the discipline, to support claims. When appropriate, the writer thoughtfully considers multiple viewpoints. Conclusions are based upon presented evidence
<b>Genre, Audience, Purpose, and Disciplinary Conventions</b>	No evidence of this learning objective or papers were not accessible to be assessed.	Writing is not appropriate for the apparent genre, audience, purpose, or discipline. Minimal to no attention to conventions regarding content, presentation, formatting, and style.	Writing is somewhat appropriate for the apparent genre, audience, purpose, or discipline. Content, presentation, formatting, and style are somewhat effective.	Writing is frequently appropriate for the apparent genre, audience, purpose, or discipline. Demonstrates consistently appropriate choices in content, presentation, formatting, and style.	Writing is consistently appropriate for the apparent genre, audience, purpose, or discipline. Choices in content, presentation, formatting, and style are effective and enhance the aim and effectiveness of the writing.

<b>Control of Syntax and Mechanics</b>	No evidence of this learning objective or papers were not accessible to be assessed.	Uses language that frequently impedes meaning due to errors in usage.	Uses language that generally conveys meaning to readers with clarity, although sometimes the writing may include some errors that impede meaning.	Uses language that generally conveys meaning to readers. The language has few usage errors.	Uses language that skillfully communicates meaning to readers with clarity and fluency and is largely error free.
<b>Organization</b>	No evidence of this learning objective or papers were not accessible to be assessed.	For the most part, text does not present a structure or ordered paragraphs. It does not link or organize ideas, and the text conveys little or no focus or sense of purpose	A generally consistent and loosely followed structure and format may be discernable, but it may not necessarily be appropriate or strategically effective. Parts of the text may be well structured enough to evidence an intended pattern of organization, but as a whole the text never quite locks into a coherent structure.	The text's structure is logical and effective. It may, however, follow tangents and/or include elements that do not adhere to the defined structure.	Writing demonstrates an effective pattern of organization consistent with its purpose. Paragraphs reflect appropriate level of thought and development. Paragraphs are effectively structured and ordered. Writer employs clear and appropriate transition language.

**INFORMATION LITERACY RUBRIC**

**SLO #2: “Gather, critically analyze, and evaluate qualitative information within relevant disciplinary contexts.”**

<b>Component</b>	<b>N/A Could Not Assess</b>	<b>1 Beginning</b>	<b>2 Developing</b>	<b>3 Proficient</b>	<b>4 Excellent</b>
<b>Information Literacy: Source Selection</b>	No evidence of this learning objective or papers were not accessible to be assessed.	Most of the sources used are either not credible or not relevant for the genre, audience, or purpose of the text.	Some of the sources used are either not credible or not relevant for the genre, audience, or purpose of the text.	Sources selected are generally credible and relevant; overall, the sources are fairly appropriate given the purpose, audience, genre, and discipline of the writing.	Selects high quality, credible sources, appropriate to the purpose, audience, genre, and discipline of the writing.
<b>Information Literacy: Source integration</b>	No evidence of this learning objective or papers were not accessible to be assessed.	Source material is frequently not clearly identified and not well integrated into the language of the text. Ideas of others are not consistently attributed or not clearly reported. Source material is poorly integrated and/or poorly punctuated.	Source material is sometimes not clearly identified and/or not well integrated into the language of the text. Ideas of others are not always effectively attributed and/or not clearly reported. Source material is sometimes poorly integrated and/or poorly punctuated.	Source material is typically clearly identified and integrated effectively into the language of the text. The text may demonstrate a tendency to over-quote or become too reliant on source material. Source material is typically well integrated and well punctuated.	Integrates the claims and ideas of others with their own accurately and responsibly. Uses sources effectively and integrates them smoothly. Source material is consistently well integrated and punctuated in ways that enhance the aims and effectiveness of the text.
<b>Information Literacy: Source use and citation</b>	No evidence of this learning objective or papers were not accessible to be assessed.	The text does not responsibly attribute source material in the sentences or paragraph of the text and/or the text is missing a list of sources used.	Most sources are attributed within the sentences and paragraphs of these attributions may be inconsistently or incorrectly formatted. Does contain a list of sources used, but the list may be missing key elements, inconsistently or incorrectly formatted, or missing some of the sources used.	Largely attributes sources consistently within the sentences and paragraphs of the text, and these attributions are largely consistent and contains few obvious errors. Provides a complete list of sources used within the paper that largely matches the attributions used within the paragraphs and contains the majority of the needed information. List of sources is largely consistent and contains few obvious errors.	Attributes nearly all source material consistently within the sentences and paragraphs of the text. These attributions are consistent and largely free from errors. Provides a complete list of sources used within the paper that matches the attributions used within the paragraphs and contains all of the needed information. List of sources is consistently and correctly formatted and largely free from errors.

In addition to the individual rubric scores, students are assigned an overall proficiency level on the portfolio. These scores are distributed through Canvas but not in their transcript.

### **Outstanding (pass)**

- **2 scores of 19 or above on the Writing Rubric**
- **11 or above on the Information Literacy Rubric**

This writer submitted a writing portfolio for assessment at the University of Colorado Colorado Springs and was rated at the Outstanding level by faculty raters. Writing at the Outstanding level is clear and well-organized, shows strong critical thinking, selects content, formats, and styles appropriate to the context, and is largely free of error. Writing at the Outstanding level also effectively uses outside sources and attributes source material accurately. *Writing at the Outstanding level demonstrates these skills all the above skills effectively and leverages these abilities to enhance the overall aim and effectiveness of the writing task.* To earn a score of Outstanding, a writer must submit at least two texts that earn a score of at least 19 out of 20 on the Writing Rubric and one paper that earns a score of at least 11 out of 12 on the Information Literacy Rubric.

### **Highly Proficient (pass)**

- **2 scores of 16 or above on the Writing Rubric**
- **9 or above on the Information Literacy Rubric**

This writer submitted a writing portfolio for assessment at the University of Colorado Colorado Springs and was rated at the Highly Proficient level by faculty raters. Writing at the Highly Proficient level is clear and organized, shows effective critical thinking, selects content, formats, and styles appropriate to the context, and is largely free of error. Writing at the Highly Proficient level also effectively uses outside sources and attributes source material accurately. To earn a score of Highly Proficient, a writer must submit at least two texts that earn above a score of at least 16 out of 20 across the six rubric categories of our Writing Rubric and one paper that earns a score of at least 9 out of 12 on our Information Literacy Rubric.

### **Proficient (pass)**

- **2 scores of 12 or above on the Writing Rubric**
- **7 or above on the Information Literacy Rubric**

This student submitted a writing portfolio for assessment at the University of Colorado Colorado Springs and was rated at the Proficient level by faculty raters. Writing at the Proficient level is usually clear and organized, shows some effective critical thinking, and typically includes appropriate content, formats, and styles. Writing at the proficient level may still contain technical errors, but these errors do not usually distract from the meaning of the text. Writing at the Proficient level able uses outside sources within their writing, but the writing may not always consistently follow the conventions of citations styles or may miss required elements. To earn a score of Proficient/Pass, a writer must submit at least two texts that earn a score of at least 12 out of 20 on our Writing Rubric and one paper that earns a score of at least 7 out of 12 on our Information Literacy Rubric.

### **Incomplete/Fail (did not pass)**

This student submitted a writing portfolio for assessment at the University of Colorado Colorado Springs. However, the portfolio was incomplete, did not meet the submission requirements or was scored at a failing level by our faculty raters (below a score of 12 on one or more papers on the Writing Rubric OR below a score of 7 on the Information

Literacy Rubric). Students who fail or receive and incomplete will have one opportunity to resubmit directly to the Director of the Writing Portfolio. If the student still fails or is incomplete on the second submission, their grade will default to an F in the student portal.