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

Component	4 Excellent	3 Proficient	2 Developing	1 Beginning	0 None
Control of Language	Uses language that skillfully communicates meaning to readers with clarity and fluency and is largely error free.	Uses language that generally conveys meaning to readers. The language has few usage errors.	Uses language that generally conveys meaning to readers with clarity, although sometimes the writing may include some errors that impede meaning.	Uses language that frequently impedes meaning due to errors in usage.	No evidence of this learning objective or papers were not accessible to be assessed.
Critical Thinking	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	Generally, the text provides logical and valid details and support. For the most part, draws clear and appropriate conclusions.	The text provides support but may not be logical or valid; some details may be missing. Some unclear or inappropriate conclusions.	The text provides few details and little support or support that is illogical or invalid. Draws inappropriate or unclear conclusions or omits conclusions entirely.	No evidence of this learning objective or papers were not accessible to be assessed.
Formatting	The format and visual elements of the document are effective and consistent. The design and visual elements such as tables and figures enhance the meaning or readability of the overall text. They also add to the rhetorical effectiveness of the text by displaying familiarity with professional and academic styles. Includes basic information such as title, author and date.	The format and visual elements of the document are consistent. Choices of headings, font, spacing, and visual elements such as tables and figures support meaning and readability. Format and visual design choices are acceptable for academic or professional audiences. Includes basic information such as title, author and date.	The format and visual elements of the document may show minor inconsistencies. Choices of headings, font, spacing, and other visual elements such as tables and figures may lower the rhetorical effectiveness or readability of the text. Includes basic information such as title, author, and date.	The format and visual design of the document are inconsistent. Choices in design and format of headings, font, spacing, and other visual elements like tables or figures are inappropriate for a professional or academic audience. Omits essential information such as title, author name, and date.	No evidence of this learning objective or papers were not accessible to be assessed.
Organization	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.	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.	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	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	No evidence of this learning objective or papers were not accessible to be assessed.

			text never quite locks into a coherent structure.		
Purpose and Context	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.	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 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 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.	No evidence of this learning objective or papers were not accessible to be assessed.

INFORMATION LITERACY RUBRIC
SLO #2: "Gather, critically analyze, and evaluate qualitative information within relevant disciplinary contexts."

Component	4 Excellent	3 Proficient	2 Developing	1 Beginning	N/A Could Not Assess
Information Literacy: **Information Selection**	Selects relevant information from reliable sources that furthers the aim of the text. Provides any context needed for reader to understand the information. Does not included information from sources that is unnecessary or irrelevant such as quotes that are overly long	Selects information relevant to the topic of the text which advances the purpose or aim of the text. Information may lack some context that would aid readers in understanding the information. May include some information that is not necessary, such as sections of a quote that were not needed.	Selects information somewhat relevant to the topic of the text but which does not advance the purpose or aim of the text. May misuse a relevant source by providing too much information that is not necessary. Information may lack essential context needed for reader to understand the information.	Selects information from sources that is not relevant to the overall topic of the text. Information shared may unclear or inaccurate.	No evidence of this learning objective or papers were not accessible to be assessed.
Information Literacy: **Source Citation**	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.	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.	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.	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.	No evidence of this learning objective or papers were not accessible to be assessed.
Information Literacy: **Source integration**	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.	Source material is typically clearly identified and integrated effectively into the language of the text. Boundaries between the ideas of the writer and the ideas of others are consistently clear. Shows an effective mix of original ideas and cited material effective for the rhetorical aim of the piece. Source material is typically well integrated and well 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 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.	No evidence of this learning objective or papers were not accessible to be assessed.

Highly Proficient (pass)

- **2 scores of 17 or above on the Writing Rubric**
- **10 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 well-organized, shows strong 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. *Writing at the Highly Proficient 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 Highly Proficient, a writer must submit at least two texts that earn a score of at least 17 out of 20 on the Writing Rubric and one paper that earns a score of at least 10 out of 12 on the Information Literacy Rubric. Students may only score at the Highly Proficient level if they submit individually written work (no group projects) and if the score is based on their first two submissions (Paper One and Paper Two). In these two cases, students whose scores would otherwise place them at the Highly Proficient level are scored as Highly Proficient instead.

Proficient (pass)

- **2 scores of 15 or above on the Writing Rubric**
- **8 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 Proficient level by faculty raters. Writing at the 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 Proficient level also effectively uses outside sources and attributes source material accurately. To earn a score of Proficient, a writer must submit at least two texts that earn above a score of at least 15 out of 20 across the six rubric categories of our Writing Rubric and one paper that earns a score of at least 8 out of 12 on our Information Literacy Rubric.

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 Passing level by faculty raters. Writing at the Passing level is usually clear and organized, shows some effective critical thinking, and typically includes appropriate content, formats, and styles. Writing at the Passing level may still contain technical errors, but these errors do not usually distract from the meaning of the text. Writing at the Passing 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 Passing/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.