**FINAL University of Colorado Colorado Springs Compass Curriculum**

**Assessment Rubric for Student Learning Outcome #4 “Communicate effectively and context-appropriately through writing.”**

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| **Component** | **4**  **Excellent** | **3**  **Proficient** | **2**  **Developing** | **1**  **Beginning** | **N/A** |
| **Purpose, context, claim, perspective, thesis, hypothesis** | 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 are fully identified and developed. | The purpose of the writing is implied, but it is not made explicit. It is generally able to be determined and demonstrates adequate consideration of the context and assigned task(s). Text identifies and develops main ideas/themes, but some may lack clarity or depth. | The purpose of the writing is unclear, and is often difficult to determine, beginning to show some awareness of the context and assigned task(s). Some of these main ideas/themes are not 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). The text does not identify or develop most ideas/themes. |  |
| **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. |  |
| **Genre & Disciplinary Conventions** | Demonstrates detailed attention to and  successful execution of  conventions particular to the specific  discipline and/or writing task  including content, presentation, formatting, and stylistic  choices | Demonstrates consistent use of  important conventions particular to a  specific discipline and/or writing task, including content, presentation, and stylistic choices | Follows expectations appropriate to a  specific discipline and/or writing task  for content and  presentation | Does not appear to follow conventions of discipline or genre. Minimal to no attention to conventions regarding content, presentation, and formatting. |  |
| **Control of Syntax and Mechanics** | Uses language that skillfully communicates meaning to readers with clarity and fluency, and is virtually 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. |  |
| **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. | The text’s structure is, for the most part, solid 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. Or, 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. | 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. |  |
| ***Information***  ***Literacy:***  **Source Selection[[1]](#endnote-1)** | Selects high quality,  credible, relevant sources to  develop ideas that are appropriate for the  discipline and genre of the writing. | Sources selected are generally credible and  relevant; overall, the sources are fairly appropriate given the discipline and genre  of the writing. | Many of the sources referenced seem irrelevant to the context of the paper, inappropriate for the genre/disciple, and/or not credible. | Most of the sources used are either not relevant or not credible to the context. |  |
| ***Information Literacy:***  **Source integration** | Integrates the claims and ideas of others with its own accurately and responsibly.  Uses sources effectively and integrates them smoothly, paraphrasing and occasionally directly quoting authorities to help substantiate or support its own point(s). | The text may demonstrate a tendency to over-quote and take the reader away from its own voice and argument. Some quotations are not adequately introduced and/or attributed. | While there may be an attempt to integrate the sources, many quotations may seem to be plopped into the writing with no transitions to tie them into the argument at hand.. | Text does not demonstrates an attempt to use sources  to support ideas in the writing. |  |
| ***Information Literacy:***  **Source use** | Uses sources ethically and responsibly, as demonstrated by correct use of citations and references. Uses all of the information use strategies: paraphrase, summary, and quoting in ways that appear true to original context.  . | Overall uses sources ethically and responsibly, but citation and/or reference documentation has some errors. Uses most of the information use strategies of paraphrase, summary, and quoting in ways that appear true to original context.  . | Uses just one of the information use strategies of paraphrase, summary, and quoting in ways that appear true to original context. Sometimes demonstrates ethical and responsible source use via documentation, but documentation may be inadequate or incorrect. | The text indicates no understanding of the process of using and documenting source material or a discernable documentation format. |  |

1. [↑](#endnote-ref-1)