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2018

Written Communication Undergraduate Learning Outcome Rubric

California State University, Monterey Bay

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CSUMB's Intellectual Skills Rubrics were influenced by the AAC&U VALUE Rubrics and created to help educators design activities and assignments that better help students demonstrate their learning. Rubric levels are developmental (describing student development over a 4-year undergraduate program). See link at bottom for guidance on how to use this rubric.

	4 - Advanced	**3 - Proficient**	**2 - Developing**	**1 - Beginner**
	Expectations for some students at or near graduation.	Expectations for all students at or near graduation.	Expectations for students advancing towards proficiency.	Expectations for students initiating development towards proficiency.
Issue/problem	Clearly states, comprehensively describes, and fully clarifies the issue/problem to be considered: defines key terms, explores ambiguities, determines boundaries. Delivers all relevant information needed for full understanding.	Clearly states, describes, and clarifies the issue/problem to be considered: defines key terms, explores ambiguities, determines boundaries. Delivers relevant information necessary for understanding (understanding is not seriously impeded by omissions).	States and describes issue/problem to be considered, leaving some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown. Delivers information needed for basic understanding (more information needed for full understanding).	States issue/problem to be considered generally. Delivers information needed for minimal understanding (more information needed for basic understanding).
Use of support	Organizes, interprets, analyzes, and synthesizes information from sources to fully achieve a specific, intended purpose with clarity and depth.	Organizes, interprets, analyzes, and synthesizes information from sources to achieve intended purpose.	Organizes, interprets, and analyzes information from sources. Achieving intended purpose requires synthesis of information.	Provides information from sources. Achieving intended purpose requires better organization, interpretation, and/or analysis in addition to synthesis of information.
Position	Presents position (perspective, thesis/hypothesis) that is nuanced, taking into full account the complexities of the issues/problem and explains the relevance of context, own and others' assumptions, and the perspectives of others.	Presents position (perspective, thesis/hypothesis) that is clear, taking into some account the complexities of the issues/problem and acknowledges the relevance of context, own and others' assumptions, and the perspectives of others.	Presents position (perspective, thesis/hypothesis) that acknowledges different sides of the issue/problem and relevant contexts, but suggests more awareness of others' than own assumptions (or vice versa).	Presents position (perspective, thesis/hypothesis) that represents a single perspective, but suggests an emerging awareness of present assumptions (although sometimes labels assertions as assumptions).
Genre and disciplinary conventions	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.

Grammar and mechanics	Uses graceful language which skillfully applies all conventions of mechanics and grammar. Demonstrates attention to detail, producing a polished final draft that is virtually error free.	Uses language which consistently applies conventions of mechanics and grammar. Demonstrates attention to detail, producing a final draft with minor errors that don't impede meaning.	Uses language which inconsistently applies conventions of mechanics and grammar. Contains errors in grammar and usage that rarely impede meaning.	Errors in grammar and mechanics consistently impede meaning.