

RUBRIC on Written Communication	EXCEEDS EXPECTATIONS (4)	MEETS EXPECTATIONS (3)	BELOW EXPECTATIONS (2)	NOT ACCEPTABLE (1)
CONTROLLING IDEA, THESIS (W1)	Precisely stated, clear controlling idea, question, or claim (thesis). Writing stays on task.	Clear controlling idea, question, or claim (thesis). Writing stays on task.	Vague controlling idea, question, or claim (thesis). Writing strays at times from task.	No focus inferable. Writing often wanders.
EVIDENCE (W2)	Ample evidence (e.g., data, statistics, facts, quotations, etc.) presented that is valid (correct, current, from reliable sources and authorities).	Adequate valid evidence.	Valid evidence mingled with invalid evidence.	Minimal valid evidence; minimal evidence of any kind.
ANALYSIS, EXPLANATION A: REASONING (W3)	Statements and evidence clearly and correctly presented; relevant to thesis. Deep, sound conclusions follow clearly from ample evidence. Assumptions or viewpoint identified and taken into account.	Statements and evidence adequately presented; relevant to thesis. Sound conclusions follow clearly from sufficient evidence.	Some statements or evidence incorrect or vaguely presented; some irrelevancy to thesis. Some conclusions do not follow from evidence presented or are based on false assumptions or opinion.	Many irrelevant, wrong statements and much invalid, irrelevant evidence. Many flawed conclusions based on false assumptions, opinion, or invalid evidence.
ANALYSIS, EXPLANATION B: BREADTH, DEPTH (W3)	Deep, broad, fair analysis; significant factors addressed. Serious consideration of problems, implications, or opposing evidence; also of valid alternate viewpoints, interpretations, or conclusions (when relevant).	Adequate, fair analysis; most significant factors addressed. Some consideration of complexities (when relevant).	Simplistic analysis of narrow, cherry-picked evidence; some significant factors misrepresented or left unaddressed. Unfair evaluation of alternative viewpoints, interpretations, or conclusions.	Absent or minimal analysis; most significant factors overlooked. Superficiality resulting from overly narrow or shallow scope of work.
SENSE OF AUDIENCE (W4)	Appropriate style, tone, vocabulary, and complexity chosen for audience and situation.	Largely appropriate style, tone, vocabulary, and complexity chosen for audience and situation.	Writing misses the mark due to unclear sense of appropriate audience or misreading of situation.	Seriously inappropriate choices made in style, tone, vocabulary, and complexity for audience or situation.
MECHANICS (W5)	Nearly flawless grammar, usage, spelling, punctuation in accordance with Standard Written English (or equivalent in modern language).	Minimal errors in grammar, usage, spelling, punctuation in accordance with Standard Written English (or equivalent in modern language).	Major errors in grammar, usage, spelling, punctuation.	Extensive errors in grammar, usage, spelling, punctuation.
IDEAS, CONCEPTS IN DISCIPLINE (W6)	Ideas and concepts presented, arguments made, or topics investigated are current and central to discipline.	Ideas and concepts presented, arguments made, or topics investigated are appropriate for study in discipline.	Ideas and concepts presented, arguments made, or topics investigated are peripheral or outdated.	Ideas and concepts presented, arguments made, or topics investigated are irrelevant or inappropriate.
CONVENTIONS OF STYLE, GENRE IN DISCIPLINE (W7)	Sophisticated use of disciplinary terminology, language. Strong understanding displayed of discipline's conventions for genre.	Correct use of disciplinary terminology, language. Acceptable understanding displayed of discipline's conventions for genre.	Terminology avoided or misused; trouble with disciplinary language. Limited understanding displayed of disciplinary conventions for genre.	Minimal knowledge of correct terminology or disciplinary language. No understanding displayed of disciplinary conventions for genre.
DOCUMENTATION IN DISCIPLINE (W8)	Strong command of discipline's system for acknowledging sources; citations flawless.	Good command of discipline's system for acknowledging sources; citations acceptable.	Incomplete documentation; problems with basic principles of documentation.	Necessary documentation absent; plagiarism.
ADDITIONS TO RUBRIC (Programs)	EXCEEDS EXPECTATIONS (4)	MEETS EXPECTATIONS (3)	BELOW EXPECTATIONS (2)	NOT ACCEPTABLE (1)

Institutional SLO for Written Communication

Graduates will demonstrate the ability to produce written work with the following features:

- W1. A controlling idea or thesis;
- W2. Supporting evidence;
- W3. Accurate, sound analysis or explanation;
- W4. A sense of audience;
- W5. Minimal mechanical errors;
- W6. Presentation of ideas appropriate to the discipline;
- W7. Understanding of genre and style conventions appropriate to the discipline;
- W8. Correct documentation appropriate to the discipline.