

## Written Communication Rubric for BYU-Hawaii Institutional Learning Outcomes Assessment (December 2015)

Attribute	(1) Initial	(2) Emerging	(3) Developed	(4) Highly Developed
<p><b>CONTENT</b></p> <p>Writing displays effective communication through</p> <ul style="list-style-type: none"> <li>• task completion,</li> <li>• attention to context,</li> <li>• analysis, and</li> <li>• creativity.</li> </ul>	<p>Lacks a clear purpose and audience, and uses irrelevant, ineffective, or confusing support.</p>	<p>Has a general sense of purpose with a vague audience, and employs some support that may occasionally be irrelevant or ineffective.</p>	<p>Has a fairly clear purpose and audience, and accomplishes the purpose with support that is mostly relevant.</p>	<p>Has a clear purpose and audience and accomplishes this purpose with effective and appropriate support.</p>
<p><b>COHERENCE</b></p> <p>Writing displays appropriate organization related to</p> <ul style="list-style-type: none"> <li>• formatting,</li> <li>• paragraphing,</li> <li>• purpose, and</li> <li>• transitioning.</li> </ul>	<p>Organizes information in a manner that heavily interferes with the message.</p> <p>Uses a layout and presentation that is very confusing or inappropriate.</p>	<p>Organizes information in a manner that requires occasional inference from the reader.</p> <p>Uses a layout and presentation that is basic and sometimes confusing.</p>	<p>Organizes information in a manner that requires minimal inference from the reader.</p> <p>Uses a layout and presentation that is clear and effective.</p>	<p>Flows from beginning to end using audience-friendly sequencing, transitions, and markers.</p> <p>Uses a professional and appropriate layout and presentation.</p>
<p><b>LANGUAGE USE</b></p> <p>Writing follows linguistics conventions such as</p> <ul style="list-style-type: none"> <li>• spelling,</li> <li>• punctuation,</li> <li>• grammar, and</li> <li>• word choice.</li> </ul>	<p>Uses language structures in repetitive, confusing, or inappropriate ways.</p> <p>Frequently contains errors that interfere with meaning.</p>	<p>Uses language structures that are vague or general, and lack specificity or appropriateness.</p> <p>May contain errors that interfere with meaning.</p>	<p>Uses some specific language structures but may have some problems with appropriateness.</p> <p>Frequently contains minor errors that do not interfere with meaning.</p>	<p>Uses a wide range of specific and appropriate language structures.</p> <p>May contain some minor errors that do not interfere with meaning.</p>
<p><b>SOURCES &amp; EVIDENCE</b></p> <p>Writing is appropriately supported by</p> <ul style="list-style-type: none"> <li>• relevant reasons or examples,</li> <li>• appropriate citations or source use, and</li> <li>• disciplinary conventions.</li> </ul>	<p>Uses evidence in minimal, uneven, or confusing ways.</p> <p>Attempts to use sources or referencing but these are ineffective or confusing.</p>	<p>Uses evidence that may be unclear, or that is relevant but inappropriate for the context.</p> <p>Uses sources or referencing but these may be unclear, incomplete, or inappropriate.</p>	<p>Uses evidence that may contain superficial explanations or relevance.</p> <p>Uses sources or referencing in a general manner but there be minor issues with consistency or professionalism.</p>	<p>Uses evidence in clear and effective ways.</p> <p>Uses sources or referencing consistently and appropriately in a professional manner consistent with the context and discipline.</p>

