

<i>Rubric Dimensions</i>	Rubric Name: KA.A2: Written Communication				
	<i>Rubric Scale and Descriptors</i>				
	Exceptional	Good	Satisfactory	Needs Improvement	
	4	3	2	1	NA
Reading & Summary Develop and use metacognitive or alternative strategies to summarize the main ideas and key details of written texts and other forms of communication.	Student has demonstrated an ability to provide clear, effective summaries of source content throughout their paper appropriate for research-based writing.	Student had demonstrated an ability to present source information in a clear and effective way	Student has captured the main ideas of their sources and presented them in mostly effective ways.	Student has included source content, but either the main ideas of the text are not clear or have not been incorporated into the paper in ways appropriate for research-based writing	<i>Not Applicable</i>
Argument Create a thesis statement or main claim and supporting claims for academic presentation and argument (on the basis of further inquiry) and use (synthesize) appropriate (relevant) sources to support these claims	Student has composed a strong thesis with supporting claims that seems to “advance the conversation.” The paper has a logical organization. Source material effectively supports either main or sub-claims of the paper.	Student has composed a strong thesis with supporting claims. The paper is organized logically, and source material supports the claims or sub-claims of the paper.	Student has composed a thesis with supporting claims/points. The paper is organized in a mostly effective way and source material is included sufficiently enough to support their primary idea.	Student is lacking a thesis and/or supporting claims/evidence to back up that thesis. The paper is lacking strong organization.	<i>Not Applicable</i>
Audience, Style, & Tone Determine target audiences and demonstrate rhetorical strategies appropriate in form and tone to engage the audience using standard, discipline-appropriate academic language.	Student has demonstrated a strong ability to write in clean, academic prose suitable for academic work with little to no errors.	Student has demonstrated an ability to write in clear language appropriate for most college-level audiences with only minor errors that do not impede meaning.	Student has demonstrated an ability to write in mostly clear language appropriate for introductory college courses with some errors, but none that impede meaning.	Student has attempted to approximate academic tone and style but is not consistent enough throughout the paper. Errors in grammar and mechanics impede meaning on several occasions.	<i>Not Applicable</i>

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Citation/Documentation Avoiding plagiarism and infringements of copyright regulations by using appropriate documentation	Student has cited their sources correctly, formatted direct quotations and paraphrases appropriately, and has included a well-formatted works cited or reference page with no or very few errors. Used language to effectively distinguish their ideas/words from the ideas/words of others, as well as distinguish between various sources.	Student has cited their sources in mostly correct ways and has demonstrated an ability to format in-text citations and works cited/reference pages with only minor errors. Used language to indicate their ideas from the ideas of others.	Student has used basic citation strategies to avoid plagiarism. Student has cited their sources well enough as to distinguish between their words and the words of others.	Student has attempted to cite sources to avoid issues of plagiarism but demonstrates a lack in understanding about proper formatting and convention.	<i>Not Applicable</i>

Approved Written Communication Learning Outcomes:

1. Develop and use metacognitive or alternative strategies to comprehend text and other resource content.
2. Summarize the main ideas and key details of written texts and other forms of communication.
3. Engage in pre-writing activities that generate ideas and explore facts, feelings, and assumptions, while employing a process that fosters self-knowledge and further inquiry.
4. Develop a purposeful writing process appropriate to the argumentative or analytic nature of academic work that includes generating ideas, focusing, drafting, and revising—revision being a process that involves reflection, editing, feedback and publishing for a particular audience.
5. Create a thesis statement or main claim and supporting claims for academic presentation and argument (on the basis of further inquiry.)
6. Determine target audiences and demonstrate rhetorical strategies appropriate in form and tone to engage the audience using standard, discipline-appropriate academic language and documentation.
7. Use appropriate research strategies with a variety of resources to support research papers and other academic arguments, including analyzing sources for relevance to the argument, and synthesizing these sources into written work while avoiding plagiarism and infringements of copyright regulations.