COLORADO
Colorado Commission on
Higher Education
Department of Higher Education

gtPATHWAYS COMPETENCY: WRITTEN COMMUNICATION
Required in gtPathways Categories: CO1, CO2, CO3, AH2

Criteria for Written Communication

Competency in written communication is a student's ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum.

Student Learning Outcomes (students should be able to…):

1. Employ Rhetorical Knowledge (required for CO1, CO2, CO3)

- Demonstrate an understanding of audience, purpose, genre, and context that is responsive to the ~~discipline and the assigned task(s)~~situation.

2. Develop Content (required for CO1, CO2, CO3 & AH2)

- Create and develop ideas within the context of the ~~discipline and the shape of the assignment~~situation and the assigned task(s).

3. Apply Genre and Disciplinary Conventions (required for CO1, CO2, CO3 & AH2)

- Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.
- ~~Apply formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields including organization, content, presentation, formatting, and stylistic choices.~~

4. Use Sources and Evidence (required for CO1, CO2, CO3 & AH2)

- Evaluate, apply, and synthesize evidence and/or sources in support of a claim, following an appropriate documentation system.

5. Control Syntax and Mechanics (required for CO1, CO2, CO3)

- Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

WRITTEN COMMUNICATION RUBRIC

This rubric is meant to be an **_optional_** *course design and assessment tool. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet level one performance criteria.*

	4	3	2	1
~~Use~~ **Employ Rhetorical Knowledge**	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
~~Explore~~ **Develop Content** ~~Development~~	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject within the context; Develops and explores ideas while conveying the writer's understanding to shape the entire work.	Uses appropriate and relevant content to illustrate a strong grasp of the subject within the context; Develops and explores ideas to shape the entire work.	Uses appropriate or relevant content to illustrate a basic understanding of the subject within the context; Develops and explores ideas to shape most of work.	Uses appropriate or relevant content to illustrate a vague understanding of the subject within the context; Develops and explores ideas to shape a portion of the work.
Apply Genre and Disciplinary Conventions	Demonstrates detailed and consistent attention to along with successful execution of a wide range of conventions particular to a specific ~~discipline~~ situation and/or ~~writing~~ assigned task(s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific ~~discipline~~ situation and/or ~~writing~~ assigned task(s), including organization, content, presentation, and stylistic choices	Demonstrates frequent use of important conventions particular to a specific ~~discipline~~ situation and/or assigned ~~writing~~ task(s), including organization, content, presentation, and stylistic choices	Demonstrates infrequent use of important conventions particular to a specific ~~discipline~~ situation and/or ~~writing~~ assigned task(s), including organization, content, presentation, and stylistic choices

	4	3	2	1
~~Compile~~ Use **Sources and Evidence**	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the ~~discipline~~ situation and genre ~~of the writing~~	Demonstrates consistent use of credible, relevant sources to support ideas that are ~~situated~~ appropriate for ~~within~~ the ~~discipline~~ situation and genre ~~of the writing~~.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the ~~discipline~~ situation and genre ~~of the writing~~.	Demonstrates an attempt to use credible or relevant sources to support ideas in the writing that may not be the most appropriate for the ~~discipline~~ situation and genre ~~of the writing~~.
~~Address~~ **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 consistently communicates meaning to readers and has few minor errors.	Uses language that generally communicates meaning to readers with clarity, although ~~writing~~ it may include multiple minor errors or a major error that impacts clarity.	Uses language that sometimes impedes meaning because of multiple major errors in usage.

This rubric was adapted from the Association of American Colleges and Universities (AAC&U) VALUE rubrics and is also aligned with the Interstate Passport Initiative Learning Outcomes. The original VALUE rubrics may be accessed at http://www.aacu.org/value-rubrics. The Interstate Passport Initiative Learning Outcomes can be accessed at http://www.wiche.edu/passport/learningOutcomesCriteria.