



GT PATHWAYS COMPETENCY: WRITTEN COMMUNICATION

Required in GT Pathways Categories:

[GT-CO1](#) (SLOs 1, 2, 3, 4 & 5) [GT-AH1](#) (SLOs 2 & 4)
[GT-CO2](#) (SLOs 1, 2, 3, 4 & 5) [GT-AH2](#) (SLOs 2 & 4)
[GT-CO3](#) (SLOs 1, 2, 3, 4 & 5)

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 (SLOs)

Students should be able to:

- 1. Employ Rhetorical Knowledge (required for GT-CO1, GT-CO2 & GT-CO3)**
 - a. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.

- 2. Develop Content (required for GT-CO1, GT-CO2, GT-CO3, GT-AH1 & GT-AH2)**
 - a. Create and develop ideas within the context of the situation and the assigned task(s).

- 3. Apply Genre and Disciplinary Conventions (required for GT-CO1, GT-CO2 & GT-CO3)**
 - a. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.





COLORADO

Colorado Commission on
Higher Education

Department of Higher Education

4. Use Sources and Evidence (required for GT-CO1, GT-CO2, GT-CO3, GT-AH1 & GT-AH2)

- a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
- b. Follow an appropriate documentation system.

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

- a. 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 |
|------------------------------------|--|---|--|---|
| 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, 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). |
| Develop Content | 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. |



| | 4 | 3 | 2 | 1 |
|---|--|---|--|---|
| 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 situation and/or assigned task(s) including organization, content, presentation, formatting, and stylistic choices | Demonstrates consistent use of important conventions particular to a specific situation and/or assigned task(s), including organization, content, presentation, and stylistic choices | Demonstrates minimal use of important conventions particular to a specific situation and/or assigned task(s), including organization, content, presentation, and stylistic choices | Demonstrates inconsistent use of important conventions particular to a specific situation and/or assigned task(s), including organization, content, presentation, and stylistic choices |
| Use Sources and Evidence | Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the situation and genre | Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the situation and genre | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the situation and genre. | Demonstrates an attempt to use credible or relevant sources to support ideas in the writing that may not be the most appropriate for the situation and genre. |
| Control 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 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>.