Written Communication

Definition:
Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing
texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum. - AACU

RUBRICS

Select one or more of these rubrics to assess the dimensions of written communication. **Add the rubric to the assignment, test, or discussion that best captures students' ability to demonstrate the specific dimension. Please use each rubric no more than once per course.**

Vocabulary: "Readability" - Easy to read and comprehend.

Dimension	Meets outcome (5)	Outcome nearly met (3)	Outcome not met (1)	No Submission (0)
Purpose	Establishes purpose that is appropriate to the assignment and all elements of the work relate to the purpose.	Establishes the purpose, but purpose is not in alignment with the assignment and/or the elements of the work do not all relate to the purpose.	Does not establish the purpose, or the purpose is inappropriate to the assignment.	

Dimension	Meets outcome (5)	Outcome nearly met (3)	Outcome not met (1)	No Submission (0)
Support/Rationale	Develops thoughtful, in-depth discussion through compelling examples, analysis, explanation/elaboration, and other support appropriate to the assignment and academic discipline.	Presents some examples, analysis, explanation/elaboration, and/or other support appropriate to the assignment and academic discipline, but support provided does not make significant contributions to the student's points, discussion or analysis.	Discussion fails to present support in the form of examples, analysis, explanation/elaboration, and/or other sources appropriate to the assignment and academic discipline.	

Dimension	Meets outcome (5)	Outcome nearly met (3)	Outcome not met (1)	No Submission (0)

Overall Structure	Presents coherent organization, clear thesis/central idea of paper, topic sentence/central idea of paragraph, clear transitions, and/or specific structural elements required for the particular assignment.	Attempts to organize work and present a clear thesis/central idea, topic/introductory sentences, transitions, and structural elements required for the particular assignment, but falls short of in one or more areas above, which impedes readability at times.	Lacks organization, pointed thesis/central idea and topic/introductory sentences, and/or transitions, and/or structural elements required for the particular assignment.	

Dimension	Meets outcome (5)	Outcome nearly met (3)	Outcome not met (1)	No Submission (0)
Readability	Adheres to the conventions of Standard Written English, with very few (if any) minor errors.	Adheres to the conventions of Standard Written English, with occasional and sometimes serious errors, which, at times, impedes the reader's understanding.	Does not adhere consistently to the conventions of Standard Written English, containing frequent distracting errors, making it difficult for the reader to follow and comprehend.	

Dimension	Meets outcome (5)	Outcome nearly met (3)	Outcome not met (1)	No Submission (0)
Sources	Selects relevant sources that strengthen the credibility and/or authority of their own work product because the sources are of such high quality according to the standards of the assignment/discipline.	Selects relevant sources that do not strengthen the credibility and/or authority of their own work product because the sources are of poor quality according to the standards of the assignment/discipline.	Selects sources that are not relevant to the research question and/or are of such poor quality according to the standards of the assignment/discipline that they weaken the credibility and/or authority of their own work product.	

Dimension	Meets outcome (5)	Outcome nearly met (3)	Outcome not met (1)	No Submission (0)
Documentation (following academic standards for ethical information-use)	Uses sources without plagiarizing them. This includes accurately citing the sources in the text and in the full citations at the end of the work product.	Uses sources without plagiarizing them. Citations are included in the text and at the end of the work product, but significant errors in the citations make it difficult to confirm that all of the sources used were cited accurately and consistently.	Citations in the text and/or at the end of the work product are so inconsistent that it is not clear that the student accurately cited all of the sources they used. This inconsistency might have resulted in unintentional plagiarism.	This category also includes deliberate, extensive plagiarism throughout the work product.

This rubric was adapted from the Written Communication 2014 rubric and was reviewed by the Palomar Curriculum Committee in Fall 2018.