

MAJOR PROGRAM ASSESSMENT PLAN

Multidisciplinary Studies, M.A., M.S.

WRITTEN COMMUNICATION RUBRIC

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.

Criteria	Proficient (4)	Developing (3)	Emerging (2)	Not Evident (1)	Score
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	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).	
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the entire work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the entire work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions including making connections across disciplines and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions including making connections across disciplines and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to making connections across disciplines and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a single discipline system for basic organization and presentation.	

Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for making connections across disciplines and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated for making connections across disciplines and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for making connections across disciplines and genre of the writing.	Demonstrates minimal attempt to use sources to support ideas in the writing.	
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	

Adopted from Student Learning Assessment Board of the Regents of the University of Wisconsin System (2019). Association of American Colleges and Universities Value Rubrics.