

Written Communication – Spring 2009

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Evaluators are encouraged to assign a zero to any performance that does not meet level one performance.

	4 Incorporating skill	3 Mastering skill	2 Developing skill	1 Attempting skill
Context of and purpose for writing	Has a sophisticated and nuanced definition of purpose that is used to focus all elements. Work responds to the assigned task and demonstrates strong sense of audience, purpose, and awareness of context. Work makes appropriate connections among ideas presented for analysis and addresses the writing assignment fully and analytically with strong to superior focus and coherence as well as clarity.	Addresses the writing assignment fully, analytically, with strong focus and coherence. Has a clear definition of purpose that is used to control the organization and reasoning of assignments. Analysis of purpose and audience expectations is evident throughout, and shows a good grasp of source material. Addresses all parts of the writing assignment with adequate focus, clarity, and coherence throughout, although focus may occasionally waver.	Addresses all or most of the parts of the writing assignment adequately, but focus may lapse or connections may be missing. Has a clearly defined purpose and is tailored to the specifics of the assignment, with a simple analysis of audience expectations. Work shows that comprehension of relevant material may be incomplete, however.	Addresses some parts of the writing assignment or addresses some parts superficially; focus and coherence may break. Has an implied purpose and demonstrates some attention to audience needs and assignment itself. Grasp of relevant material is only cursory; work shows inattention to sources. Shows little ability to truly address the breadth of the assignment, and may not create a cohesive whole, or not link thoughts between paragraphs.
Content development <i>(reasoning, organization, and detail)</i>	Presents and explores sophisticated and complex ideas developed through insightful reasoning and highly relevant supporting details. Organization enhances the development of those ideas and is clearly effective. Demonstrates strong to superior critical understanding of readings through accurate summary, full explanation of points, and relevant analysis.	Presents and explores increasingly complex ideas through the use of deliberate reasoning and appropriate details. Full organization enhances the development of those ideas. Demonstrates an overall accurate understanding of readings through appropriate summary, explanation, and analysis, although these may be less than complete.	Presents ideas of some complexity, using adequate reasoning, and offers details to explain and begin to expand ideas. Organization generally supports the development of ideas. Demonstrates partial understanding of readings through summary or explanation, but exposition may be faulty or incomplete.	Addresses some parts of the writing assignment or addresses some parts superficially; focus and coherence may break. Presents simplistic ideas with only basic reasoning and organization, and includes modest use of details to explain or support ideas. Demonstrates little to no understanding of text.
Genre and disciplinary conventions	Blends genre and disciplinary conventions in sophisticated ways to structure the writing and situate it within the discipline.	Consistently uses genre and discipline-related conventions to situate ideas in writing.	Shows evidence of attempts to use genre conventions as well as disciplinary conventions to structure writing.	Shows evidence of attempts to use genre conventions and to use the most obvious disciplinary conventions.

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Sources and evidence	Demonstrates purposeful use of sources and evidence to develop writing in sophisticated ways. Work provides evidence by making specific reference to relevant sources. Makes insightful and analytical connections and distinctions between readings and own ideas. Shows strong ability to paraphrase and summarize ideas in a text, as well as drawing conclusions about items in a text. Integrates references into own essay and identifies them consistently and correctly.	Demonstrates consistent use of appropriate, relevant sources and evidence to support assignment response. Demonstrates facility with coordinating evidence to support written response. Makes and explains appropriate connections between readings and own ideas, although perhaps not completely. Shows adequate ability to paraphrase and summarize ideas in a text, as well as drawing conclusions about items in a text. Identifies most references consistently and correctly.	Shows attention to using appropriate sources and evidence in a systematic way to begin supporting the purpose of the assignment with some consistency. Shows some ability to draw on sources for support, but is not fully convincing. Shows some ability to paraphrase and summarize ideas in a text, as well as drawing conclusions about items in a text. Makes few or unwarranted connections between readings and own ideas. May identify references inconsistently or incorrectly.	Shows some attention to providing evidence in a systematic way or to referencing sources of evidence consistent with the purpose of the assignment. Shows only a minimal comprehension of sources and an ineffective use of them. Shows minimal ability to paraphrase and summarize ideas in a text, and minimal ability to draw conclusions about a text. Makes no reference to background reading or makes no distinctions between background reading and own ideas.
Control of syntax and mechanics	Demonstrates error-free, idiomatic prose that artfully conveys meaning to readers with clarity, fluency, and sophistication. Communicates consistently well using vocabulary, sentence structure, and grammar of high order. Infrequent or few lapses in use of conventions.	Demonstrates consistently error-free, idiomatic prose and clearly conveys meaning to readers. Lapses in correctness of syntax, grammar, and vocabulary may occur at times, but do not impede meaning.	Demonstrates generally error-free, idiomatic prose that conveys meaning in an overall manner. Shows ability to use conventions of syntax, grammar, and vocabulary, but may have considerable errors in these areas or lack clarity in parts of the discourse.	Demonstrates numerous errors and non-idiomatic sentence constructions that impede meaning. Communicates little because few sentences demonstrate appropriate use of conventions.