Integrative Core **Written** Communication Rubric

With WOC Objectives Over Four Years

University of Mount Union

More specific standards for each class in each of the 4 levels will be provided by individual instructors.

	Student should be able to reach this level in the IC Capstone of the 4th year.	Student should reach this level in their 3rd year, in Themes classes.	Student should be able to achieve these levels in the 1st year in FYS, and in the 1st and 2nd years of Foundations courses. Students must be able to achieve a Level 2 proficiency by the end of their 2nd year, as evidenced in the 2nd Year WOC Portfolio.	
	4 **Mastery**	**3** **Advanced Milestones**	**2** **Milestones**	**1** **Benchmark**
Context of and Purpose for Writing*	**Smoothly and skillfully** integrates context and purpose, either explicitly or implicitly	**Effectively** integrates context and purpose, either explicitly or implicitly	Integrates context and purpose in **basic** ways, either explicitly or implicitly	**Attempts** to integrate context and purpose, either explicitly or implicitly
Content Development	Uses appropriate, relevant and compelling content to illustrate **mastery** of the subject, conveying writer's **thorough** understanding; Shapes the whole work **effectively**	Uses appropriate, relevant, and **compelling** content to explore ideas within the context of the discipline and genre; **shapes** an **extended** piece of writing	Uses **basic** discipline- and genre-appropriate and relevant content to develop and explore ideas through **most** of the work	**Builds on** rather than simply restates others' ideas, using appropriate and relevant content to develop ideas in **short pieces** of writing for a public audience
Genre and Disciplinary Conventions (organization, format, and stylistic choices	**Masterful** execution of a wide range of conventions required for the discipline, genre and specific task, including citation demands	**Consistent** use of important conventions required for the discipline, genre, and/or writing task, including citation demands	**Basic** execution of conventions required for the discipline, genre, and/or writing task, including citation demands	**Attempts to** use conventions required when writing for the public
Sources and Evidence	Demonstrates **skillful** use of **high-quality**, credible, relevant sources and evidence to develop ideas; Written products demonstrate student's ability to **synthesize** knowledge **skillfully** for the public and other appropriate audiences	Demonstrates **consistent** use of appropriate sources (credible and relevant) and evidence to support ideas situated in the discipline and genre of writing; Shows ability to use discipline's style guide **effectively**; May also use discipline-specific knowledge for writing for the public, integrating evidence, sources and credentials **effectively**	Demonstrates **basic** use of credible and relevant sources and evidence in a specific discipline; **Basic** use of appropriate discipline's style guide. May also write for a general audience at times, integrating source names/credentials **appropriately**	Demonstrates an attempt to use credible and relevant sources; rather than using a scholarly style guide, **attempts** to integrate source names and credentials into sentences for readers' benefit; demonstrates an attempt to use evidence to support ideas aimed at a public audience
Control of Syntax and Mechanics	Uses language **skillfully** to communicate meaning clearly; is **virtually error-free**	Uses clear language, **at times skillfully**, that conveys meaning **easily** and includes **very few errors**	Uses **clear** language so meaning is understood, even though the writer may make **several** errors	**Uses** language to convey meaning; may be simple or complex and may include errors, which, at times, **may slow comprehension** on reader's part

*Context and purpose is not always explicit in writing, although it is usually apparent in some way. Students may discuss these in the Cover Letter of the 2nd Year WOC Portfolio if they are unsure if reader will understand the context and purpose simply from reading the student's work.

Integrative Core Oral Communication Rubric
With WOC Objectives Over Four Years
University of Mount Union

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	4 **Mastery**	**3** **Advanced Milestones**	**2** **Milestones**	**1** **Benchmark**
Organization (specific intro and conclusion, sequenced material, transitions)	Uses an organizational pattern that is clearly and consistently observable and appropriate, is **skillful** and makes the content **cohesive**	Uses a detailed organizational pattern expected for the genre and which is **clearly** and **consistently** observable	Uses a basic organizational pattern expected for the genre and which is **intermittently** observable within the presentation.	Demonstrates an **attempt** to use an organizational pattern but is not observable or effective **at times**
Language (vocabulary, terminology, sentence structure, level of formality)	Uses language that is thoughtful and clear, **memorable**, and **compelling**; uses terminology as needed and with grace; all language choices **enhance** the effectiveness of the presentation. Language is appropriate for audience.	Uses language that is **thoughtful and clear;** uses appropriate terminology for the genre; language choices **generally support** the effectiveness of the presentation. Language is appropriate for audience.	Uses language that is **mostly** clear; basic terminology is **attempted** but may **not always** be effective; language choices may support the effectiveness of the presentation **at times**. Language is **often appropriate** for audience.	Uses language that is **often unclear or not appropriate** for a public audience; language choices **minimally support** the presentation's effectiveness. Language **may not be appropriate** for audience.
Delivery (posture, gestures, eye contact, vocal expressiveness, volume, fluency)	Delivery techniques make the presentation **compelling** and speaker appears **polished and confident.**	Delivery techniques make the presentation **interesting**, and the speaker appears **comfortable** if not polished.	Delivery techniques make the presentation **understandable** but aren't always smooth. Speaker appears **confident at times**, tentative at other times.	Effective delivery techniques are **attempted** but are not always successful**.** Meaning is **disrupted** at times. Speaker is **not necessarily comfortable**.
Supporting Material (explanation, example, illustrations, stats, analogies, quotations from relevant authorities, multimedia)	**Skillful** use of supporting materials that are relevant and connect clearly to information or analysis and which **significantly support** the presentation and establishes the presenter's **strong credibility** on the subject	**Effective** use of supporting materials that are relevant and connect clearly to information or analysis which **generally** supports the presentation and establishes the presenter's **adequate** credibility on the subject	Effective use of **most** supporting materials that are relevant and connect to information or analysis which **often** supports the presentation and establishes the presenter's **basic** credibility on the subject	**Attempts** to use supporting materials that are relevant and connect to information or analysis; presenter's credibility is **not established** or maintained at times
Central Message	Central message is compelling: **precisely** stated, **appropriately** repeated, **memorable**, and strongly supported	Central message is **clear** and **consistent** with the supporting material. May be **vivid** but not **memorable.**	Central message is **present but is: not** emphasized well, not memorable, and/or not vivid.	Central message can be **deduced** but is not necessarily easy to identify; is not memorable or vivid.

1-18-2013 Adapted from the AAC&U's VALUE Rubric for Oral Communication and modified to reflect the learning objectives at the University of Mount Union.