## 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.

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery</td>
<td>Advanced Milestones</td>
<td>Milestones</td>
<td>Benchmark</td>
</tr>
</tbody>
</table>

### Context of and Purpose for Writing*

- **4** Smoothly and skillfully integrates context and purpose, either explicitly or implicitly
- **3** Effectively integrates context and purpose, either explicitly or implicitly
- **2** Integrates context and purpose in basic ways, either explicitly or implicitly
- **1** Attempts to integrate context and purpose, either explicitly or implicitly

### Content Development

- **4** Uses appropriate, relevant and compelling content to illustrate mastery of the subject, conveying writer’s thorough understanding; Shapes the whole work effectively
- **3** Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and genre; shapes an extended piece of writing
- **2** Uses basic discipline- and genre-appropriate and relevant content to develop and explore ideas through most of the work
- **1** 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)

- **4** Masterful execution of a wide range of conventions required for the discipline, genre and specific task, including citation demands
- **3** Consistent use of important conventions required for the discipline, genre, and/or writing task, including citation demands
- **2** Basic execution of conventions required for the discipline, genre, and/or writing task, including citation demands
- **1** Attempts to use conventions required when writing for the public

### Sources and Evidence

- **4** 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
- **3** 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
- **2** 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
- **1** 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

- **4** Uses language skillfully to communicate meaning clearly; is virtually error-free
- **3** Uses clear language, at times skillfully, that conveys meaning easily and includes very few errors
- **2** Uses clear language so meaning is understood, even though the writer may make several errors
- **1** Uses language to convey meaning; may be simple or complex and may include errors, which, at times, may slow comprehension on reader’s part

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*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 a reader will understand the context and purpose simply from reading the student’s work.

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

**With WOC Objectives Over Four Years**

University of Mount Union

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| **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, illustration, 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.