

The Developmental Rubric

The developmental rubric is explicitly focused on learning versus performance. Students, through self-reflection and self-assessment, assume the responsibility for their own learning by choosing what level of mastery they wish to attain and what effort they wish to expend to achieve this goal.

Written Communication¹

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.

¹ Adapted from the AACU Written Communication VALUE Rubric

| | Mastery | Mastered this | Can do this but can improve | With help, can do this | Currently cannot do this |
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| Context of and Purpose for Writing STUDENT SELF-REVIEW | <i>Review suggestions and feedback in the graded assignment</i> | My work demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | My 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). | My work demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., you begin to show awareness of audience's perceptions and assumptions). | I need to demonstrate more than a minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of my instructor or myself as audience). |
| Context of and Purpose for Writing FACULTY REVIEW | <i>Review suggestions and feedback in the graded assignment</i> | Your work demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Your 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). | Your work demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., you begin to show awareness of audience's perceptions and assumptions). | You need to demonstrate more than a minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of my instructor or myself as audience). |
| Content Development STUDENT SELF-REVIEW | <i>Review suggestions and feedback in the graded assignment</i> | My work uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. | My work uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. | My work uses appropriate and relevant content to develop and explore ideas through most of the work. | I need to demonstrate more appropriate and relevant content to develop simple ideas in all parts of my work. |

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| <p>Content Development</p> <p>FACULTY REVIEW</p> | <p><i>Review suggestions and feedback in the graded assignment</i></p> | <p>Your work uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.</p> | <p>Your work uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.</p> | <p>Your work uses appropriate and relevant content to develop and explore ideas through most of the work.</p> | <p>I need to demonstrate more appropriate and relevant content to develop simple ideas in all parts of my work.</p> |
| <p>Genre and Disciplinary Conventions</p> <p>STUDENT SELF-REVIEW</p> | <p><i>Review suggestions and feedback in the graded assignment</i></p> | <p>I demonstrate detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices</p> | <p>I demonstrate consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices</p> | <p>I follow expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation</p> | <p>I need to use a more consistent system for basic organization and presentation.</p> |
| <p>Genre and Disciplinary Conventions</p> <p>FACULTY REVIEW</p> | <p>Review suggestions and feedback in the graded assignment</p> | <p>You demonstrate detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices</p> | <p>You demonstrate consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices</p> | <p>You follow expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation</p> | <p>You need to use a more consistent system for basic organization and presentation.</p> |

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| <p>Sources and Evidence</p> <p>STUDENT SELF-REVIEW</p> | <p>Review suggestions and feedback in the graded assignment</p> | <p>My work demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing</p> | <p>My work demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.</p> | <p>My work demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.</p> | <p>I need to develop to use sources in support ideas in the writing.</p> |
| <p>Sources and Evidence</p> <p>FACULTY REVIEW</p> | <p>Review suggestions and feedback in the graded assignment</p> | <p>Your work demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing</p> | <p>Your work demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.</p> | <p>Your work demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.</p> | <p>Your need to develop to use sources in support ideas in the writing.</p> |

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| <p>Control of Syntax and Mechanics</p> <p>STUDENT SELF-REVIEW</p> | <p>Review suggestions and feedback in the graded assignment</p> | <p>I use graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.</p> | <p>I use straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.</p> | <p>I use language that generally conveys meaning to readers with clarity, although writing may include some errors.</p> | <p>I need to use language that does not impede meaning due to errors in usage.</p> |
| <p>Control of Syntax and Mechanics</p> <p>FACULTY REVIEW</p> | <p>Review suggestions and feedback in the graded assignment</p> | <p>You use graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.</p> | <p>You use straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.</p> | <p>You use language that generally conveys meaning to readers with clarity, although writing may include some errors.</p> | <p>You need to use language that does not impede meaning due to errors in usage.</p> |

What's Next?

| Student Self-Review | Faculty |
|---|---------|
| After reviewing this rubric, this is where I feel I am? | |
| This is where I want to go with my next assignment... | |
| This is what I have to do to get where I want to go with the next assignment... | |
| These are the resources I need to consult or the questions I need to answer during the next assignment... | |