

Dimension	1 Needs Improvement	2 Developing	3 Competent	4 Accomplished
Context of and Purpose for Writing	Demonstrates minimal attention to context , audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	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 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 a thorough understanding of context , audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
Content Development	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	Uses appropriate and relevant content to develop and explore ideas through most of the work .	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work .	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work .
Sources and Evidence	Demonstrates an attempt to use sources to support ideas in the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing
Control of Syntax and Mechanics	Uses language that sometimes impedes meaning because of many errors in usage .	Uses language and syntax that generally conveys meaning to readers with clarity, although writing may include some minor errors that impede meaning and/or clarity.	Uses appropriate language, syntax and tone and achieves clarity throughout with few errors that impede meaning . Syntax may not be as robust as a 4.	A robust array of sentence structures and language choices demonstrate mastery of genre conventions, tone and clarity, and are virtually error-free.
Textual Conventions	Attempts to use a consistent system for basic organization and presentation.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, presentation, and stylistic choices	Demonstrates detailed attention to and successful execution of a wide range of conventions appropriate to the discipline including organization, presentation, and stylistic choices

Before we begin reading and scoring papers from a particular discipline, please consider the following questions and modify / add to the rubric.

Discipline:

<p>What content (arguments, data, ideas) is appropriate and relevant for this discipline?</p>	
<p>What are credible and relevant sources for this discipline?</p>	
<p>What are the textual conventions of this discipline? Specify the expectations (and what is appropriate) of this discipline in terms of:</p> <ul style="list-style-type: none"> • Organization • Content • Presentation • Formatting • Stylistic choices 	
<p>What else would you like to know about your students' writing in this discipline? Possibilities include, but are not limited to:</p> <ul style="list-style-type: none"> • Documentation systems • Collaborative writing 	

Note: Information Literacy will be assessed using a separate rubric (AAC&U Value Rubric). Readers will score a paper for Written Communication, then flip back through it and score for Information Literacy.