

**COMMUNICATE  
(WRITTEN)**

	<b>Capstone (4)</b>	<b>Accomplished (3)</b>	<b>Developing (2)</b>	<b>Deficient (1)</b>
<b>Context &amp; Purpose of Writing</b>	Synthesizes purpose, audience, and context to fulfill the objectives of the assignment.	Integrates purpose, audience, and context to fulfill the objectives of the assignment.	Understands purpose, audience, and context to fulfill the objectives of the assignment.	Shows limited understanding of purpose, audience, and context to fulfill the objectives of the assignment.
<b>Content Development</b>	Adapts appropriate, relevant, and compelling content to structure the writer's work and convey meaning.	Summarizes appropriate, relevant, and compelling content to structure the work and convey meaning.	Includes appropriate, relevant, and compelling content to structure the work and convey meaning.	Does not include appropriate, relevant, and compelling content to structure the work and convey meaning.
<b>Genre &amp; Disciplinary Conventions</b>	Executes an extensive use of conventions particular to a specific discipline and/or writing assignment which may include organization, content, presentation, formatting, and stylistic choices.	Demonstrates use of conventions particular to a specific discipline and/or writing assignment which may include organization, content, presentation, formatting, and stylistic choices.	Recognizes conventions particular to a specific discipline and/or writing assignment which may include organization, content, presentation, formatting, and stylistic choices.	Shows limited or no recognition of conventions particular to a specific discipline and/or writing assignment which may include organization, content, presentation, formatting, and stylistic choices.
<b>Sources &amp; Evidence</b>	Identifies and interprets information sources that are authoritative to the assignment and appropriate to the discipline.	Identifies but does not interpret (or interprets but does not identify) information sources that are authoritative to the assignment and appropriate to the discipline.	Includes some sources but demonstrates only a limited understanding of sources that are authoritative to the assignment and appropriate to the discipline.	Includes limited to no sources that are authoritative to the assignment and appropriate to the discipline.
<b>Control of Syntax &amp; Mechanics</b>	Communicates meaning clearly, accurately, and precisely to meet the assignment with few to no grammatical, mechanical, and syntactical errors.	Communicates meaning clearly, accurately, precisely, but has some grammatical, mechanical, and/or syntactical errors.	Communicates meaning with many grammatical, mechanical, and/or syntactical errors that affect clarity, accuracy, and/or precision.	Communicates with many grammatical, mechanical, and/or syntactical errors that impedes meaning.

## COMMUNICATE (WRITTEN)

### History

During the 2014-2015 AY, Florida SouthWestern State College initiated a revised assessment of the General Education Program. Throughout the process, the AAC&U Value Rubrics and one in-house rubric were utilized to score voluntarily submitted artifacts. The scorers, mainly members of the Learning Assessment Committee (LAC) General Education Sub-Committee, were asked to provide qualitative feedback on the functionality of the rubrics. They were asked to comment on the rubric dimensions, achievement levels, and appropriateness of the rubrics in relation to the submitted artifacts. The FSW Communicate (Written) rubric was developed by a 9-member task force from the LAC of faculty and staff representing all five schools of the College as well as the Office of Academic Assessment as well as the Office of the Provost during special sessions held on May 7, 31, June 7, and June 8, 2017. Task members, led by the Assessment & Effectiveness Director, Dr. Joseph van Gaalen included: Martha Ambrose (English), Jane Charles (Libraries), Rebecca Harris (English), Margaret Kruger (Health Sciences), Jennifer Patterson (Business), Caroline Seefchak (Education), Amy Trogan (English & LAC Chair), Joseph van Gaalen (Dir. of Academic Assessment), and Eileen DeLuca (Assoc. VPAA).

### Framework

The school representatives used the Association of American Colleges and Universities Written Communication VALUE Rubric as a foundation for development ultimately adopting only the dimensions and achievement levels (4-3-2-1) with a 0 if no achievement is met. The rubric defines the fundamental criteria for each learning outcome and outline performance required to demonstrate levels of attainment through the use of Bloom's Taxonomic verbiage. Rubric achievement levels, in descending order: Capstone (4), Accomplished (3), Developing (2), and Deficient (1).

### Purpose

The intent of the rubric developers was to frame language such that the rubric is as inclusive as possible to any and all written communication assignments. Careful consideration was paid to providing descriptors detailed enough to score an artifact but yet remain in general terms as much as possible to allow for application to a wide assortment of written communication types and styles. In order to increase clarity, action verbs were utilized in each achievement level description. The developers also attempted to place emphasis on dimensions being mutually exclusive, such that users of this rubric can elect to omit any dimension not required of a given assignment. To ensure that non-traditional assignments are scored properly, artifacts representing a variety of modes and media should be utilized during the "Communicate" (Written) Rubric Calibration Sessions prior to the scoring process.

### Dimensions

**Context & Purpose of Writing:** Artifact synthesizes purpose, audience, and context within a written assignment to fulfill the objectives of that assignment; **Content Development:** Artifact adapts appropriate, relevant, and compelling content to structure the writer's work and convey meaning; **Genre & Disciplinary Conventions:** Artifact executes an extensive use of conventions particular to a specific discipline and/or writing assignment which may include organization, content, presentation, formatting, and stylistic choices; **Sources & Evidence:** Artifact identifies and interprets information sources that are authoritative to the assignment and appropriate to the discipline; and **Control of Syntax & Mechanics:** Artifact communicates meaning clearly, accurately, and precisely to meet the assignment with few to no grammatical, mechanical, and syntactical errors.