GE Assessment Faculty Learning Community: Written Communication (FINAL)

Criteria	Below Basic	Basic	Proficient	Advanced	Criteria for Success
			Performance Levels		
Source and Citation	Lack of attempt to cite sources either in text or in the reference page. Lacks credible sources.	Demonstrates some attempt to properly cite credible sources that are appropriate for the discipline and genre, with some errors.	Demonstrates fairly accurate formatting of credible sources that are appropriate for the discipline and genre, with few errors.	Demonstrates consistently accurate formatting of credible sources that are appropriate for the discipline and genre, with little to no errors.	70% of students receive the rating of "Proficient" or "Advanced"
Focus (e.g. thesis, theme, point of view, approach, or statement of purpose)	Focus of the assignment is non-existent or unidentifiable; Ideas presented in the body of the assignment are unclear or unrelated.	Focus is somewhat identifiable, but vague or too broad; Focus has some relevance to the ideas presented in the body of the assignment, but is not well supported by them.	Focus is clear, expressing a specific approach or point of view; Focus is usually supported by the ideas presented in the body of the assignment, but there are inconsistencies in focus.	Focus is clear, strong, and consistent, expressing a specific approach or point of view; Focus is supported by the ideas presented in the body of the assignment.	75% of students receive the rating of "Proficient" or "Advanced"
Content (e.g. theoretical basis, framework, analysis)	Content is not appropriate or relevant to the assignment; Does not demonstrate an accurate understanding of relevant material.	Content is used or analyzed superficially, or in limited manner; Content partially supports the focus, but has major gaps.	Content is used or analyzed appropriately and accurately; Content supports the focus, but is not fully comprehensive or clearly articulated.	Content is fully comprehensive and well articulated; Content provides compelling support to the focus.	70% of students receive the rating of "Proficient" or "Advanced"
Synthesis (e.g. integration of content)	Source(s) of information or source material used without any interpretation, evaluation, or synthesis.	Source(s) of information or source material used with limited interpretation, evaluation, or synthesis.	Source(s) of information or source material used with adequate interpretation, evaluation, or synthesis.	Source(s) of information or source material used, interpreted, and evaluated to develop a comprehensive, sophisticated, and insightful synthesis.	70% of students receive the rating of "Proficient" or "Advanced"
Style and organization (including appropriateness for intended audience)	Lack of organization or clear relationship between paragraphs or sentences; The assignment is not delivered in a tone appropriate for the audience, and does not follow the conventions of its genre.	Demonstrates some signs of organization, but includes occasional abrupt or illogical shifts and ineffective sequence of paragraphs or sentences; The tone of the assignment is somewhat aligned to the intended audience, and somewhat follows the conventions of the genre.	Demonstrates effectively-ordered paragraphs or sentences that link concepts with useful transitions; The assignment is delivered in a tone appropriate for the audience, and follows the conventions of the genre.	Demonstrates sophisticated sequences of paragraphs and sentences to support seamless idea transition; The assignment is delivered in a tone appropriate for the audience, and follows the conventions of the genre.	75% of students receive the rating of "Proficient" or "Advanced"
Technical (e.g. syntax, grammar, mechanics)	Includes many language errors (e.g. spelling, grammar, syntax, diction, or punctuation) that impede readability.	Language use generally conveys meaning to readers with clarity, although includes several errors (e.g. spelling, grammar, syntax, diction, or punctuation) that interfere with readability.	Language use adequately conveys meaning to readers with some errors that may influence readability (e.g. spelling, grammar, syntax, diction, or punctuation).	Language use skillfully communicates meaning to readers, with no errors or minor errors that do not affect readability (e.g. spelling, grammar, syntax, diction, or punctuation) .	75% of students receive the rating of "Proficient" or "Advanced"