



Association
of American
Colleges and
Universities

Written Communication Metarubric First Draft

This rubric is the very first step in a rubric development process that will produce at least three drafts, each responsive to the feedback of those using it to evaluate eportfolios. Please note any concerns or suggestions you have as you use this rubric and report them on the evaluation form.

Criterion	1	2	3	4
<p>Engagement with the subject/s of writing <u>Refers to:</u> Visible interest by the writer in the subject of her/his work reflected in writer's expression of ideas (through language and/or form) <u>What it might look like:</u> extending ideas in directions that are new to the writer; articulating the relevance of the writing to the writer's experiences or of the writer's experiences to the subject of the writing. Language appropriate to the discipline will reflect the writer's connections to the subject/s.</p>	<p>Writing begins to demonstrate writer's interest in the subject, method, and/or theory of the writing through the focus, method, or application of theory in the writing. Connections are articulated explicitly and directly in the writing as the writer practices with these concepts using language, evidence, and conventions appropriate to the discipline.</p>	<p>Writing illustrates visible signs of connection between the writer's interest in the focus, method, and/or theory of written work. Writing begins to demonstrate attempts to use conventions of engagement with existing work (focus, methods, and/or theories) that demonstrate familiarity with language, evidence, and conventions appropriate to the discipline.</p>	<p>Writing illustrates writer's investment in the subject, method, and/or theory that is visible in focus, method, and/or theory of written work. Language, evidence, and conventions appropriate to the discipline are used to weave visible connections between the writer's interests in the subject, method, and/or theory..</p>	<p>Writing illustrates writer's investment in and compelling contributions to the focus, methods, and/or theories used in the work by framing the subject(s) of the writing using language, evidence, and conventions appropriate to the discipline and demonstrating how the subject(s) have led to new understandings of or knowledge about the subject(s) relevant for the writer and/or others interested.</p>
<p>Intentional use of evidence <u>Refers to:</u> Purpose of evidence in writing; conventions of source use (transitions; paraphrase, summary, and/or direct quotation if written evidence; graphic/photographic text if visual; conventions of citation appropriate to writing/discipline) <u>What it might look like:</u> Use of evidence that is in the work for a clear purpose – as support, illustration, a point against which to argue, a theoretical or methodological framework, for example. This purpose is reflected in the moves into and out of writing (e.g., transitions into and out of the writing that indicate to the reader what purpose(s) the evidence serves), in the manner in which the evidence is incorporated (direct quotation, paraphrase, and/or summary), and in the citational systems used to attribute the evidence to its original source.</p>	<p>Use of evidence demonstrates developing familiarity with definitions of "credible" and "reliable" evidence as appropriate to the discipline. Selection and incorporation of evidence demonstrates writer's understanding of conventions of source use (including role of evidence in writing, use of appropriate representations of evidence, and use of conventions).</p>	<p>Use of evidence demonstrates growing proficiency with definitions of "credible" and "reliable" evidence as appropriate to the discipline. Selection and incorporation of evidence demonstrates writer's understanding of conventions source use and ability to directly apply the focus, methods, or theories to their own written work.</p>	<p>Use of evidence demonstrates writer's familiarity with evidence as appropriate to the discipline. Selection and incorporation of evidence demonstrates writer's application of conventions of source use to serve a variety of purposes within the writing.</p>	<p>Use of evidence demonstrates writer's familiarity and engagement with evidence appropriate to the discipline. Selection and incorporation of evidence demonstrates writer's understanding of conventions of source use and ability to use evidence in order to engage in dialogue with the focus, methods, or theories of the writing – e.g., to extend the writer's ideas and demonstrate disciplinary engagement as appropriate to the discipline.</p>
<p>Understanding of and thoughtful decisions about structure <u>Refers to:</u> Understanding of a variety of structural possibilities for writing and evidence of conscious choices about structures used in specific genres and in the portfolio as a whole that take into account the rhetorical contexts for the writing (OR: the purposes and audiences for the writing). Choices about organization of essays, artifacts, and the portfolio, made within appropriate rhetorical contexts.</p>	<p>Structural choices to demonstrate that writer is beginning to consider audience expectations and consider relationships between those expectations and choices made in the work.</p>	<p>Structural choices demonstrate that writer is analyzing audience expectations and applying that analysis to choices made within the work. Safe organization interferes with engagement, although transitions indicate writer is thinking about moving from</p>	<p>Structural choices demonstrate that writer understands audience expectations and discipline-based motivations for these expectations. Understanding is demonstrated throughout choices made in the work. Good transitions indicate movement from section to</p>	<p>Structural choices demonstrate that writer understands connections between audience expectations and disciplinary contexts and has purposefully employed both structures and contexts in the organization of the work. Organization of the writing</p>

<p><u>What it might look like</u> Acknowledgement of readers' needs and of the purposes of the writing (and portfolio). Structural conventions of chosen genres (e.g., elements of multigenre essay, reflective writing, argumentative essay) are used appropriately and purposefully as evidenced in elements signaling focus, connection between components of the essay, transitions, etc.</p>		<p>part to part.</p>	<p>section; transitions indicate rhetorical shifts as well as content shifts (i.e. help readers process as well as help divide content)...my brain is wearing out!!!</p>	<p>indicates writer's sense of the purposes of and intentions for the structure of the writing. Structural elements emerge from the content of and purposes for the work. Conventions of structure enhance readers' experiences of the writing.</p>
<p>Connections between interests and writing <u>Refers to:</u> Evidence in the writing that the writer has become involved in the assignment or subject to the degree that he or she can draw upon personal interests to inform and enliven the topic. <u>What it might look like:</u> Development might include personal anecdote, references to topics, hobbies, interests, and studies that transcend (appropriately) a narrow interpretation of the assignment.</p>	<p>Writing suggests that the writer's interest focuses mainly on the fulfillment of the assignment but may be beginning to explore additional connections.</p>	<p>Writing demonstrates the writer's willingness to risk making one or more connections between the topic and personal interests.</p>	<p>Writing connects the writer's interests to the topic in significant ways, demonstrating willingness to delve into personal dimensions and interests to develop fresh ideas.</p>	<p>Writing successfully and appropriately integrates writer's personal interests in various ways, adding breadth and depth by informing the paper with unique insights and experiences.</p>
<p>Awareness and use of genre/disciplinary conventions <u>Refers to:</u> Style, mechanics, grammar, and usage, as well as disciplinary- and task-specific expectations for choices in documentation, point of view, diction, and format <u>What it might look like:</u> Besides "correctness," the writing demonstrates the writer's developing awareness of and ability to balance written communication's allegiances to specific disciplinary expectations, to personal expression, and to the ability to speak to wider audiences.</p>	<p>Writing begins to employ appropriate choices in format, style, and documentation. Writing shows an awareness of standards for grammar, mechanics, and usage.</p>	<p>Writing demonstrates appropriate choices in format and style. Documentation is consistently incorporated. Grammar, mechanics, and usage are generally competent.</p>	<p>Writing demonstrates, on the part of the writer, consistent awareness of and attention to the expectations and conventions inherent in the specific writing tasks. Style and format are appropriate to the assignment, and grammar and usage are well controlled. Documentation is competent.</p>	<p>Writing demonstrates full and accurate employment of all relevant genre/disciplinary conventions, including documentation, grammar, usage, and mechanics. Format is appropriate to assignment. Style is fresh and sophisticated but fully appropriate to both the discipline and the assignment involved.</p>
<p>Reflection/metacognitive awareness <u>Refers to:</u> Awareness on the part of the writer of conscious actions in composing. <u>Might look like:</u> Confident voice demonstrated by purposeful language and a sense of ownership of the material. Exhibits control of rhetorical choices.</p>	<p>Writing appears to be generic in response to the assignment.</p>	<p>Writer may demonstrate a sense of writerly identity through voice.</p>	<p>Writer demonstrates a sense of writerly identity that promotes reader engagement through insight and self-awareness.</p>	<p>Writer overtly claims a reflective or metacognitive stance, using language that expresses insight, queries own thinking, and engages the reader in dialogue or dialectic toward new knowledge.</p>
<p>Awareness of and sensitivity to audience expectations <u>Refers to:</u> Recognition that writing will be read by humans with particular preparation or lack of it. <u>Might look like:</u> Anticipation of reader needs, including providing definitions of technical language, relevant background (including conceptual material), imagining reasonable questions, and anticipation of counter arguments.</p>	<p>Writer gives some cues to readers that invite them to be part of the audience.</p>	<p>Writer conceives of audience according to the categorical specifics of the assignment and tries to meet reader needs.</p>	<p>Writer demonstrates a sense of reader needs and expectations and attempts to engage readers on those terms.</p>	<p>Writer uses rhetorical devices to anticipate reader needs, offer assurance, and clearly engage or challenge reader expectations.</p>