



Rubric for Writing-to-communicate assignments

The following rubric was developed by the WAC Committee to assess assignments that align with the Writing-to-communicate outcome in Writing-intensive courses. The rubric identifies criteria important to this outcome and approach to writing. The performance categories are generally described and should be used to indicate if the rated artifact meets, partially meets, or does not meet the stated criterion; a fourth performance level ("insufficient evidence") indicates the student artifact does not demonstrate the stated criterion, likely because the criterion was not prompted in the related assignment.

This rubric was developed for institution-wide assessment, not for grading student work responding to specific assignments. While this rubric might offer criterion useful for grading, the rubric should be adapted to the stated goals and expectations of each individual assignment and learning context.

Student learning outcome

Students will compose one or more written genres specific to the field of study in order to communicate key ideas tailored to specific audiences and purposes; genres may be academic, public, or professional.

Definition: Writing-to-communicate

Writing-to-communicate is a framework for understanding the role of writing in teaching and learning; it is also often referred to "writing in the disciplines" because its primary role serves to provide students opportunity to contribute to discourse within a discipline, profession, or community corresponding with a degree program. In this framework, therefore, writers address an audience through a genre to achieve a specific purpose, sharing information relevant to both audience and purpose. When assigning writing in this category, instructors should explicitly identify and discuss these elements with their students.

Key terms

Rhetorical situation: the relationship among author, audience, exigence, purpose, and text; successful writers need to align these elements

Genre: the written form or type of writing being composed; genres have typical features that correspond with the rhetorical situation

Audience: the person or group being addressed

Purpose: the goal the writer intends to achieve through writing

Exigence: the reason or opportunity motivating a writer to address an audience and achieve a purpose

Coherence: the organization and connection of information or ideas at the macro or global level of a text (clarity or flow of the whole text)

Cohesion: the connection of information or ideas at the micro level of the text (clarity or flow at the sentence level)

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Indexing terms	Criteria for Writing-to-communicate assignments	Meets (2)	Partly Meets (1)	Does Not Meet (0)	Insufficient Evidence (IE)
		The student demonstrates consistent achievement of the criterion.	The student demonstrates partial or inconsistent achievement of the criterion.	The student demonstrates minimal to no achievement of the criterion.	There is insufficient evidence available to assess the criterion. The assignment does not align with the outcome.
alignment with rhetorical situation, including audience, purpose, & exigence	1. The text demonstrates (the writer's awareness of) a reason for communication				
	2. The text conveys a central idea aligned with the writer's reason for communication to a specific audience				
purposeful use of information	3. The writer provides information that advances the text's central idea and the intended audience's understanding of it (e.g., relevance and credibility of information; breadth or variety of sources; authorial description, explanation, interpretation, synthesis, or use of information)				
coherence of structure / organization	4. Choices at the paragraph, section, and whole text level create coherence by guiding the intended audience through the text, clarifying the writer's overall purpose (e.g., organization, paragraphing, title, headings, metacommentary, topic sentences, logical transitions between paragraphs or larger units of texts)				
cohesion & synthesis of ideas	5. Choices at the sentence level build cohesion, helping the intended audience connect ideas or information (e.g., signal phrases, keyword repetition, known-new contract, metacommentary, logical transitions relating ideas within a paragraph or small unit of text)				