Boise State University Learning Outcomes
Written Communication

“Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.” Excerpted with permission from Assessing Outcomes and Improving Achievement: Tips and tools for Using Rubrics, edited by Terrel L. Rhodes. Copyright 2010 by the Association of American Colleges and Universities.

University Learning Outcome Criteria (ULO 1): Write effectively in multiple contexts for a variety of audiences.

1. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts
2. Adopt strategies and genre that are appropriate to the rhetorical situation
3. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context
4. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others
5. Address readers’ biases and assumptions with well-developed evidence-based reasoning
6. Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.
7. Read, interpret, and communicate key concepts in writing and rhetoric.
8. Use reflection and self-evaluation to connect choices made in texts to audiences and purposes for which texts are intended
Boise State University Learning Outcomes
Written Communication

The following rubric is closely based on the Idaho State Board of Education’s Written Communication rubric. **Write effectively in multiple contexts for a variety of audiences**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 Exemplary Work</th>
<th>3 Good Work</th>
<th>2 Developing Work</th>
<th>1 Unsatisfactory Work</th>
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<tbody>
<tr>
<td>1 Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts</td>
<td>Discerns and applies effective strategies for all elements of the writing process.</td>
<td>Demonstrates strong ability to generate, develop, revise, and proofread drafts appropriate to the purpose.</td>
<td>Demonstrates mechanical ability to generate, develop, and revise drafts. Editing and proofreading are adequate for purpose.</td>
<td>Demonstrates little or no ability to develop and revise drafts. Editing and proofreading are inadequate for purpose.</td>
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<td>2 Adopt strategies and genre that are appropriate to the rhetorical situation</td>
<td>Demonstrates complex understanding of rhetorical situations and uses audience- and purpose-appropriate voice and tone.</td>
<td>Demonstrates grasp of a variety of rhetorical situations and consistently chooses rhetorically appropriate mode, tone, and voice.</td>
<td>Demonstrates weak understanding of rhetorical situations and how to address them, evidenced by poor choice of mode, style, and tone.</td>
<td>Demonstrates little or no understanding of rhetorical situations and how to address them, evidenced by clearly inappropriate choices of mode, style, and tone.</td>
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<td>3 Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context</td>
<td>Can pose a reasonable research problem; Accesses information using effective, well-designed search strategies and most appropriate information sources. Shows strong ability to analyze information, articulate reasons for choosing solution and demonstrate the consequences of the solution.</td>
<td>Can pose a reasonable research problem with guidance. Accesses information using variety of search strategies and relevant information sources. Demonstrates ability to refine search.</td>
<td>Has some difficulty posing a good research problem. Accesses information using simple search strategies, retrieves information from limited and similar sources.</td>
<td>Demonstrates little or no ability to pose a good research problem. Accesses information using weak or problematic search strategies. Uses inappropriate or irrelevant sources.</td>
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<td>4 Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others</td>
<td>Uses appropriate, relevant, and compelling evidence to illustrate sophisticated exploration of the subject, conveying the writer’s understanding, and shaping the whole work.</td>
<td>Uses appropriate, relevant, and compelling evidence to explore and express ideas within the context of the discipline and shape the whole work.</td>
<td>Uses appropriate and relevant evidence to develop and express ideas through most of the work.</td>
<td>Often uses inappropriate or irrelevant evidence to develop and express ideas.</td>
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<td>5 Address readers’ biases and assumptions with well-developed</td>
<td>Effectively implements argumentative techniques that result in well-developed evidence-based arguments.</td>
<td>Anticipates readers’ biases or assumptions and responds with some recognized argumentative strategies.</td>
<td>Demonstrates basic understanding of using evidence to support</td>
<td>Demonstrates little or no understanding of using evidence to support argument. Does not anticipate readers’ concerns.</td>
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<td>evidence-based reasoning.</td>
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<td>6 Use appropriate conventions for</td>
<td>Demonstrates skillful</td>
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<td>integrating, citing, and documenting</td>
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<td>source material as well as for</td>
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<td>surface-level language and style.</td>
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<td>quotation). Syntax,</td>
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<td>grammar, punctuation,</td>
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<td>7 Read, interpret, and communicate</td>
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<td>key concepts in writing and rhetoric.</td>
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<td>8 Use reflection and self-evaluation</td>
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<td>to connect choices made in texts</td>
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<td>to audiences and purposes for which</td>
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<td>acknowledge external</td>
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<td>Primarily or exclusively reflects on external factors (e.g., the course, instructor, peers)</td>
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