

# COMPETENCY

## COMMUNICATION: WRITTEN

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Course Title: \_\_\_\_\_ Reference #: \_\_\_\_\_

Students will develop the ability to communicate clearly and effectively through written form.

COMPETENCY	ASSESSMENT CRITERIA				
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	N/A*	N/E**	Novice	Proficient	Accomplished
1. Thesis (or purpose)			Thesis demonstrates <u>rudimentary</u> :	Thesis demonstrates <u>adequate</u> :	Thesis demonstrates <u>advanced</u> :
A. Supportability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> supportability	<input type="checkbox"/> supportability	<input type="checkbox"/> supportability
B. Clarity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> clarity	<input type="checkbox"/> clarity	<input type="checkbox"/> clarity
C. Complexity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> complexity	<input type="checkbox"/> complexity	<input type="checkbox"/> complexity
2. Organization of ideas to support thesis or purpose			Organization demonstrates <u>rudimentary</u> :	Organization demonstrates <u>adequate</u> :	Organization demonstrates <u>advanced</u> :
A. Clarity of purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> clarity of purpose	<input type="checkbox"/> clarity of purpose	<input type="checkbox"/> clarity of purpose
B. Logical development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> logical development	<input type="checkbox"/> logical development	<input type="checkbox"/> logical development
C. Supporting evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> supporting evidence	<input type="checkbox"/> supporting evidence	<input type="checkbox"/> supporting evidence

\* Not Applicable

\*\* No Evidence

	N/A*	N/E**	Novice	Proficient	Accomplished
<p>3. Demonstrates ability to prepare written assignments that are unified, coherent, and appropriate for subject matter, audience, and content area</p> <p>A. Information collected</p> <p>B. Independent research</p>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/> Much of the information collected relates specifically to written project, adds depth to written project, expands project without inventing new project  <input type="checkbox"/> Exhibits rudimentary skills in conducting independent research	<input type="checkbox"/> Information related specifically to written project, explains and develops written project  <input type="checkbox"/> Exhibits adequate ability to conduct independent research	<input type="checkbox"/> Information collected answers “so what” question  <input type="checkbox"/> Exhibits advanced ability to conduct independent research
<p>4. Patterns of writing / sentence-structure / word choice</p> <p>A. Subject matter / intended reader / purpose of writing</p> <p>B. Grammar / punctuation / usage</p> <p>C. Stylistic choices</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Patterns of writing / sentence-structure / word choice demonstrates <u>rudimentary</u>:</p> <input type="checkbox"/> appropriateness to subject matter / intended reader / purpose of writing <input type="checkbox"/> appropriateness of grammar / punctuation / usage <input type="checkbox"/> appropriateness of stylistic choices	<p>Patterns of writing / sentence-structure / word choice demonstrates <u>adequate</u>:</p> <input type="checkbox"/> appropriateness to subject matter / intended reader / purpose of writing <input type="checkbox"/> appropriateness of grammar / punctuation / usage <input type="checkbox"/> appropriateness of stylistic choices	<p>Patterns of writing / sentence-structure / word choice demonstrates <u>advanced</u>:</p> <input type="checkbox"/> appropriateness to subject matter / intended reader / purpose of writing <input type="checkbox"/> appropriateness of grammar / punctuation / usage <input type="checkbox"/> appropriateness of stylistic choices
<p>5. Selects references and citations according to accepted style manuals</p> <p>A. Text citations</p> <p>B. Uses of MLA / APA</p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> May use in text citations with direct quotations; does not correctly use citations when paraphrasing or summarizing  <input type="checkbox"/> Understands different uses of MLA and APA	<input type="checkbox"/> Uses in text citations properly  <input type="checkbox"/> Understands the different uses of MLA and APA, may sometimes substitute one for the other	<input type="checkbox"/> Uses in text citations properly  <input type="checkbox"/> Uses MLA and APA citation properly

\* Not Applicable  
 \*\* No Evidence

	N/A*	N/E**	Novice	Proficient	Accomplished
6. Differentiates between scholarly and popular sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Sometimes is unable to distinguish between scholarly and popular sources	<input type="checkbox"/> Distinguishes between scholarly and popular sources	<input type="checkbox"/> Uses higher level scholarly sources
7. A. Demonstrates ability to analyze, synthesize, and integrate ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Exhibits rudimentary ability to integrate written assignments with assigned readings	<input type="checkbox"/> Exhibits adequate ability to integrate written assignments with assigned readings	<input type="checkbox"/> Possesses advanced ability to integrate written assignments with assigned readings
B. Demonstrates ability to analyze, synthesize, and integrate ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Rarely or never questions current knowledge on the subject matter	<input type="checkbox"/> Begins to question current knowledge on the subject matter	<input type="checkbox"/> Questions current knowledge on subject matter and is able to show significance of new knowledge
8. A. Examines validity of author's position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Exhibits beginning understanding of need to move beyond personal experience in examining author's position	<input type="checkbox"/> Exhibits more developed understanding of moving beyond personal experience / values in examining author's position	<input type="checkbox"/> Exhibits ability to move beyond personal experience / values in examining author's position
B. Examines values of author's position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Recognizes values reader brings to the page and how those values may differ from author	<input type="checkbox"/> Exhibits beginning ability to reconcile values discrepancy between self / author	<input type="checkbox"/> Takes worldview in reconciling values discrepancy between self / author
9. Self-Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Synthesizes feedback from instructor and students with assistance	<input type="checkbox"/> Synthesizes feedback and integrates with self-analysis	<input type="checkbox"/> Utilizes self-assessment and feedback to determine means of modifying performance

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\*\* No Evidence