

SCHELLHASE ETHICS CONTEST RUBRIC

(based on the AAC&U “Values” rubric)

Definition: 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.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 7-8	Milestones		Benchmark 1-2
		5-6	3-4	
Context of and Purpose for Writing <i>(The “so what”: “The topic should concern something of ethical or moral importance – a matter of right and wrong or good and bad, a personal dilemma, a policy dilemma, a choice among competing good things, and so on.”)</i> [Weight: 35%]	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development [Weight: 30%]	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Sources and Evidence <i>(Note: Entries that focus on personal experience may, instead of external sources, offer experiential and other sorts of support.)</i> [Weight: 10%]	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics [Weight: 25%]	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. Demonstrates detailed attention to and successful execution of organization, content, presentation, and stylistic choices.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. Demonstrates consistent organization, content, presentation, and stylistic choices.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. Offers basic organization, content, and presentation.	Uses language that sometimes impedes meaning because of errors in usage. Attempts basic organization and presentation.