

**University Outcome: Academic Writing**  
*Institutional Student Learning Outcomes and Rubric*

**University Outcome: Writing demonstrates the ability to relate content to an audience, to develop and organize material, to construct fluent sentences using standard grammar, mechanics and references.**

Institutional Student Learning Outcome (ISLO)	Beginning	Developing	Accomplished	Exemplary
Content	The written work is unsupported by evidence and/or the topic is incompletely covered. The written work displays no discernable thesis to direct or organize content.	The written work contains assertions that are weakly supported by the evidence and provides minimal coverage of the topic. The student author tends to rehash the topic rather than provide insight. The written work has a recognizable thesis though it may be broad or unfocused. Main points may appear in the written work itself though not necessarily be given by the thesis.	The written work contains assertions that are supported by evidence, insights of the student author and is sufficient to cover the topic. The written work displays a good thesis which makes clear the work's main points as well as gives a sense of direction.	The written work contains assertions that are supported by a synthesis of evidence, original insights of the student author and covers the topic in fresh ways. The written work displays an excellent, focused thesis which forecasts content and synthesizes main points.
Audience	The written work shows a lack of awareness of purpose, content, style, word choice, references, and structures that reflect audience expectations. The audience's questions are left unanswered; more information is needed.	The written work shows partial awareness of purpose, content, style, word choice, references, and structures that reflect audience expectations. Many of the audience's questions are left unanswered; more information is needed.	The written work shows an awareness of purpose, content, style, word choice, references, and structures that reflect audience expectations. The audience's common questions are anticipated and addressed.	The written work successfully integrates purpose, content, style, word choice, references, and structures to meet audience expectations. The audience's questions are anticipated and answered in a compelling fashion.

Developed and organized material	Organizational structure and paragraphing have serious and persistent errors.	Written work has a weak beginning, development and conclusion. Paragraphing and transitions are also deficient.	Written work has an adequate beginning, development and conclusion. Paragraphing and transitions are also adequate.	Written work has a clear and appropriate beginning, development and conclusion. Paragraphing and transitions are also clear and appropriate.
Sentence fluency	Sentences are choppy and/or awkward, including fragments, comma splices, and run-ons that impede the ability to read the written work.	Sentences are generally constructed correctly but may include fragments, comma splices, run-ons and awkward constructions. Little or no sentence variety.	Sentences are constructed correctly especially lacking unnecessary fragments, comma splices and run-ons. Some sentence variety is demonstrated.	Sentences are constructed correctly especially lacking unnecessary fragments, comma splices and run-ons. Sentences vary in length as well as structure. Sentences are constructed in a way that enhances meaning.
Standard grammar and mechanics	Written work has serious and persistent errors in word selection and use, spelling, punctuation, and capitalization. Inadequate use of the conventions of edited standard written English.	Written work contains several major errors in word selection and use, spelling, punctuation, and capitalization. Attempted use of the conventions of edited standard written English.	Written work is relatively free of errors in word selection and use, spelling, punctuation, and capitalization. Adequate use of the conventions of edited standard written English.	Written work has no major errors in word selection and use, spelling, punctuation, and capitalization. Exceptional use of the conventions of edited standard written English.
References	The written work has no citations or references.	The written work has a limited number of citations or references. Some, but not all, non-original ideas are cited and referenced.	The written work demonstrates consistent use of citations and references. All non-original ideas are appropriately cited and referenced.	The written work demonstrates a sophisticated use of multiple resources with appropriate citations. All non-original ideas are appropriately cited and referenced. Synthesis is evident, well cited, and well referenced.