

Montgomery College General Education Assessment Rubric: Effective Communication, Writing

Montgomery College’s Effective Communication, Writing Rubric is based on the Montgomery College General Education Writing Standards, the State of Maryland’s expectations for a “C” paper, Washington State University’s Integrated Critical Thinking Rubric, and the Association of American Colleges and Universities’ *Written Communication VALUE Rubric*.

Effective Written Communication includes the ability to communicate effectively in verbal and written language, the ability to use a variety of modern information resources and supporting technologies, the ability to differentiate content from style of presentation, and the ability to suit content and style to the purpose of the communication.

Standard 1 Content: Student can respond appropriately to content requirements for a given assignment.				Not Applicable <input type="checkbox"/> Assessment task does not reflect these characteristics for student performance.
Advanced(3)	Proficient(2)	Novice (1)	Not Evident(0)	
<input type="checkbox"/> Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer’s understanding, and shaping the whole work <input type="checkbox"/> Exceeds the discipline and assignment expectations, meeting all specified requirements, such as subject, organization, and length, independently <input type="checkbox"/> Integrates and responds to alternate points of view	<input type="checkbox"/> Uses appropriate and relevant content to develop and explore ideas through most of the work <input type="checkbox"/> Fulfills the discipline and assignment expectations, meeting all specified requirements, such as subject, organization, and length, with limited support	<input type="checkbox"/> Uses limited content to develop and explore simple ideas <input type="checkbox"/> Basically or simplistically meets the discipline and assignment expectations, with significant instructor guidance <input type="checkbox"/> Provides a simplistic or one sided view of the topic	<input type="checkbox"/> uses irrelevant or inaccurate content or information and does not develop or explore appropriate ideas <input type="checkbox"/> Does not meet the discipline or assignment expectations	

Standard 2 Organization: Student can use organizational strategies and devices effectively to focus and unify their text.				Not Applicable <input type="checkbox"/> Assessment task does not reflect these characteristics for student performance.
Advanced(3)	Proficient(2)	Novice (1)	Not Evident(0)	
<input type="checkbox"/> Exceeds discipline and assignment expectations for organization <input type="checkbox"/> Uses an advanced organizational pattern that maintains focus and unity throughout the text while furthering the central idea and skillfully using the following organizational devices to connect ideas throughout the text: thesis statement, topic sentences, opening and closing paragraphs and transitions throughout the assignment	<input type="checkbox"/> Follows the discipline and assignment expectations for organization <input type="checkbox"/> Maintains focus and unity throughout the assignment while supporting a central idea, or thesis using some of the following organizational devices to connect ideas throughout the text: thesis statement, topic sentences, opening and closing paragraphs, and transitions throughout most of the assignment <input type="checkbox"/> Relies on limited instructor guidance	<input type="checkbox"/> Simplistically, meets discipline and assignment expectations for organization and relies heavily on instructor guidance; <input type="checkbox"/> Uses a simplistic or unclear central idea or thesis; <input type="checkbox"/> uses organizational devices such as a central idea, topic sentences, opening and closing paragraphs or transitions inconsistently or relies on significant instructor guidance	<input type="checkbox"/> Uses ineffective organizational pattern or does not meet discipline or assignment expectations <input type="checkbox"/> Lacks a central idea or thesis, focus or unity and includes irrelevant and unrelated ideas. <input type="checkbox"/> Does not use organizational devices such as topic sentences, opening and closing paragraphs and transitions effectively	

Standard 3: Style and Expression: Student can use appropriate, effective style and tone to further the purpose of the text.				Not Applicable
Advanced(3)	Proficient(2)	Novice (1)	Not Evident(0)	
<input type="checkbox"/> Uses a superior style (tone, word choice, sentence patterns) for the discipline, assignment, audience and purpose, and <input type="checkbox"/> Clearly communicates ideas and may be nuanced or eloquent.	<input type="checkbox"/> Consistently, uses effective style (tone, word choice, sentence patterns) for its discipline, assignment, audience, and purpose; <input type="checkbox"/> Clearly communicates ideas	<input type="checkbox"/> Uses a simplistic style (tone, word choice, and sentence patterns) and relies heavily on instructor guidance; <input type="checkbox"/> Ideas are conveyed simplistically	<input type="checkbox"/> Uses a style (tone, word choice, and sentence patterns) that is not appropriate for discipline, assignment, audience or purpose <input type="checkbox"/> Fails to communicate ideas effectively and may obscure meaning	<input type="checkbox"/> Assessment task does not reflect these characteristics for student performance.

Standard 4: Mechanics: Student can follow conventions of standard written U.S. English.				Not Applicable
Advanced(3)	Proficient(2)	Novice (1)	Not Evident(0)	
<input type="checkbox"/> Follows conventions of standard written U.S English and avoids of errors in grammar, mechanics, punctuation and usage	<input type="checkbox"/> Follows the conventions of standard written U.S. English and generally avoids errors (grammar, mechanics, punctuation, and usage) that impede meaning or distract the reader	<input type="checkbox"/> has persistent errors in grammar, mechanics, punctuation and usage that may impede meaning and relies heavily on instructor guidance to correct	<input type="checkbox"/> Has significant errors in grammar, mechanics, punctuation, and usage that significantly impede meaning	<input type="checkbox"/> Assessment task does not reflect these characteristics for student performance.

Standard 5: Academic Integrity: Student can demonstrate academic integrity in his or her writing.				Not Applicable
Advanced(3)	Proficient(2)	Novice (1)	Not Evident(0)	
<input type="checkbox"/> Reflects current academic practices for use of sources and documentation established by professional associations	<input type="checkbox"/> Reflects current academic practices for use of sources and documentation established by professional associations, with limited guidance	<input type="checkbox"/> Inconsistently reflects current academic practices of use of sources and documentation established by professional associations and relies heavily on instructor guidance	<input type="checkbox"/> Plagiarizes <input type="checkbox"/> Does not use appropriate academic practices for use of sources and documentation	<input type="checkbox"/> Assessment task does not reflect these characteristics for student performance.