

Rubric for Undergraduate Writing-Intensive Courses at EMU

	Excellent A	Proficient B	Emerging C	Needs Improvement D or lower
<p>Context of and Purpose for Writing Includes consideration of audience, purpose, and circumstances surrounding the writing task(s).</p>	<p>Demonstrates a thorough understanding of</p> <ul style="list-style-type: none"> ● context, ● audience, ● purpose, and ● the assigned task(s). 	<p>Demonstrates adequate consideration of</p> <ul style="list-style-type: none"> ● context, ● audience, ● purpose, and ● the assigned task(s). 	<p>Demonstrates awareness of</p> <ul style="list-style-type: none"> ● context, ● audience, ● purpose, and ● the assigned task(s). 	<p>Demonstrates minimal attention to</p> <ul style="list-style-type: none"> ● context, ● audience, ● purpose, and ● the assigned task(s).
<p>Sources and Evidence Differentiates among data sources those that are pertinent and legitimate to the scholarship of the discipline.</p>	<p>Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of writing.</p>	<p>Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for the discipline and genre of writing.</p>	<p>Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.</p>	<p>Demonstrates an attempt to use sources to support ideas in the writing.</p>
<p>Content Development Produces discipline-specific written communication, reflecting critical thinking in creating content.</p>	<p>Uses appropriate, relevant, and compelling content to show in-depth understanding of the subject, conveying the writer's critical thinking and voice through the whole work.</p>	<p>Uses appropriate, relevant, and compelling content to explore ideas through the whole work.</p>	<p>Uses appropriate and relevant content to explore ideas through most of the work.</p>	<p>Uses appropriate and relevant content to develop simple ideas in some parts of the work.</p>
<p>Genre and Disciplinary Conventions Executes the discourse conventions most commonly used in the student's major disciplines.</p>	<p>Successfully carries out a wide range of conventions of a specific discipline and/or writing task(s), including</p> <ul style="list-style-type: none"> ● organization, ● content, ● presentation, ● documentation of sources, and 	<p>Consistently uses important conventions particular to a specific discipline and/or writing task(s), including</p> <ul style="list-style-type: none"> ● organization, ● content, ● presentation, and ● documentation of sources. 	<p>Follow expectations appropriate to a specific discipline and/or writing task(s) for basic</p> <ul style="list-style-type: none"> ● organization, ● content, ● presentation, and ● documentation of sources. 	<p>Attempts to use a consistent system for basic organization, presentation, and documentation of sources.</p>

	<ul style="list-style-type: none"> • formatting. 	.		
Style and Mechanics Produces discipline-specific written communication that is clear and communicates meaning.	Uses eloquent language that skillfully communicates meaning to readers with clarity and simplicity.	Uses straightforward language that generally conveys meaning to readers with clarity.	Uses language that generally conveys meaning to readers with clarity.	Uses language that sometimes impedes meaning.

Rubric based on VALUE Rubric for Written Communication from the Association of American Colleges and Universities (adapted from Old Dominion University's adaptation of the rubric)

Created by the EMU Writing Committee in November 2023.