

## SAMPLE RUBRICS FOR ASSESSING KU CORE EDUCATIONAL GOALS

### Core Goal #2: Strengthen written and oral communication.

**Learning Outcome 1:** Upon reaching this goal, students will be able to: *Generate, explore, organize, and convey ideas in writing, using language and other media (for example, digital texts, images, and graphs) to present those ideas clearly, confidently, and in a manner appropriate to specific communication situations.*

	<b>Exceeds Expectations: 4</b>	<b>Expected: 3</b>	<b>Satisfactory: 2</b>	<b>Unacceptable: 1</b>
<b>Context of and Purpose for Writing</b> <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough and engaging understanding of context, audience, and purpose that is highly responsive to the assigned task(s) and that guides all elements of the work.	Demonstrates a thorough consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the document aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions; a deeper appreciation of some aspect(s), such as purpose, could strengthen the document).	Demonstrates minimal attention to understanding of context, audience, purpose, and to the assigned tasks(s) (e.g., expectations of instructor or self as audience other audiences).
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate command 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 assignment.	Uses appropriate and relevant content to develop and explore ideas through most of the work; the content offers an adequate but not thorough response to the assignment.	May use appropriate and relevant content to develop simple ideas in some parts of the work; the content does not offer an adequate response to the assignment.
<b>Organization and Format</b> <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.</i>	Demonstrates organization within paragraphs and within the overall document that significantly enhances the content, helping to clarify the message. Document format clearly meets (or improves/exceeds) genre conventions and audience expectations.	Demonstrates organization within paragraphs and within the overall document that enhances the content, helping to clarify the message. Document format meets genre conventions and audience expectations.	Demonstrates organization within paragraphs and within the overall document that adequately supports the content; revised organization could strengthen the message. Document format generally meets genre conventions and audience expectations.	Demonstrates a lack of organization within paragraphs and/or within the overall document that diminishes the impact of the content; revised organization could strengthen the message. Document format may fail to meet genre conventions and audience expectations.
<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing; additional support for key ideas would strengthen the document.	Demonstrates an unsuccessful attempt to use sources to support ideas in the writing.
<b>Control of Style, Syntax, and Mechanics</b>	Uses graceful language that skillfully and economically communicates meaning to readers with clarity and fluency and is virtually error-free.	Uses straightforward language that conveys meaning to readers. The language in the document has few errors in syntax and mechanics.	Uses language that generally conveys meaning to readers. Errors in syntax and mechanics occasionally interfere with meaning.	Uses language that does not consistently meet the standards of genre and audience. Errors in syntax and mechanics interfere with meaning.
<b>Writing Process</b>	Writing process (drafts, incorporation of peer or instructor feedback) is well documented, demonstrates judicious use of peer and / or instructor feedback, and leads to a significantly improved final product.	Writing process (drafts, incorporation of peer or instructor feedback) is well documented, demonstrates adequate use of peer and / or instructor feedback, and leads to an improved final product.	Writing process (drafts, incorporation of peer or instructor feedback) is documented but does not demonstrate adequate use of peer and / or instructor feedback or does not lead to an improved final product.	Writing process (drafts, incorporation of peer or instructor feedback) is not well documented, does not demonstrate adequate use of peer and / or instructor feedback, or does not lead to an improved final product.

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To be approved for inclusion in the KU Core curriculum, course applications must include a plan to develop evidence and evaluation of student learning, documenting that students have met the criteria associated with the learning outcome that students in your course will achieve. As an aid in meeting this expectation, the committees that developed the goals, learning outcomes, and criteria of the KU Core (the satellite and transition committees) also drafted sample rubrics to provide ideas for how to evaluate what your students have learned. These are examples and should not be considered the only way to assess student learning. You may choose to use these rubrics, or you may develop your own evaluative tools. In reviewing your application, the University Core Curriculum Committee will expect to see a description of the assessment mechanism you will use.