

CRITERIA FOR EFFECTIVE WRITING

In a given piece of writing, the student should show the following abilities to the level indicated:

Preliminary: Follows directions: yes ___ no ___

1. Connects with audience through ESTABLISHING AND MAINTAINING CONTEXT (clarifying, in a manner appropriate to a specified audience, limits of the situation and sources of thinking)

- L1 Gives audience some sense of focus and purpose (*What am I telling whom and why?*)
- L2 Throughout the writing, provides and maintains a sense of focus and purpose
- L3 Takes responsibility for own ideas and distinguishes them from those of others
- L4 Clearly articulates relationships between ideas/concepts out of an academic framework/theory and those out of her own thinking

2. Connects with audience through VERBAL EXPRESSION (word choice/style/ton—reflecting awareness of the audience’s degree of knowledge, values, need for clarity, right to an opinion, and expectation of interest)

- L1 Uses language that shows some awareness of appropriate style/ton and varied word choice
- L2 Uses language that shows general awareness of appropriate style/ton and varied word choice — avoiding vague, empty, and condescending expression
- L3 Uses language that shows consistent awareness of appropriate style/ton and varied word choice
- L4 Uses language that reflects a *refined* awareness of the audience

3. Connects with audience through APPROPRIATE CONVENTIONS (usage, spelling, punctuation, capitalization, sentence structure, format, citing and documenting sources)

- L1 Generally follows appropriate conventions
- L2 Consistently follows appropriate conventions
- L3 Applies appropriate conventions to the expression of complex relationships
- L4 Shows a refined sense of appropriate conventions

4. Connects with audience through PURPOSEFUL STRUCTURE (sense of introduction/development/conclusion; focusing by main point made; major/minor connections)

- L1 Presents a message with recognizable introduction, development, and conclusion
- L2 Establishes and maintains focus on a clear purpose, providing transitions to clarify relationships between most points of development
- L3 Without digression from the focus of the work, consistently articulates relationships between points of development
- L4 Maintains a refined sense of structure appropriate to disciplinary and/or professional contexts

(over)

5. Connects with audience through SUPPORT FOR A POSITION/DEVELOPMENT OF AN IDEA

- L1 Shows ability to use examples and/or evidence meaningful to audience
- L2 Supports most generalizations with examples and/or evidence meaningful to audience
- L3 Consistently develops ideas through appropriate use of generalizations, examples, and/or evidence
- L4 Develops ideas with appropriate depth, variety, and sufficient interest to engage audience

6. Connects with audience through ORIGINAL AND APPROPRIATE CONTENT (criteria may be further contextualized by instructor in discipline)

- L1 Articulates ideas accurately
- L2 Demonstrates appropriate application of designated or selected ideas
- L3 Identifies key elements that indicate understanding of frameworks/theories
- L4 Articulates original applications, syntheses, and/or evaluations of academic frameworks/theories, validating them with substantiated thinking and appropriately using valid sources

7. SELF ASSESSMENT

- L1 Shows awareness of a few strengths and weaknesses in a written work, based on College criteria
- L2 Shows some understanding of development in writing ability, based on College criteria
- L3 Articulates, providing evidence, a realistic sense of writing performance in all criteria areas
- L4 Shows a refined sense of strengths and weaknesses in all criteria areas