GOAL TWO: COMMUNICATION

Competency: Write effectively.

Learning Outcome: Students will write Standard American English in a clear, correct, and organized manner for a variety of purposes and audiences.

Students will effectively exchange ideas and information using multiple methods of communication.

Student Name _____

Course _____ Section _____ Semester/Year _____

STUDENT LEARNING OBJECTIVE	MASTERY SKILL LEVEL 4	ACCOMPLISHED SKILL LEVEL 3	DEVELOPING SKILL LEVEL 2	UNDERDEVELOPED SKILL LEVEL 1	UNDEVELOPED SKILL LEVEL 0	SCORE
Write clear and concise sentences using standard American English with appropriate syntax and mechanics.	• Sentences are consistently clear and concise with varied and appropriate word choices. • Sentences are varied in length and style. • There are few or no errors of syntax, grammar, spelling, or punctuation.	• Sentences are usually clear and concise. • Word choices are usually varied and appropriate, although there is some repetition. • Sentences are usually varied in length and style. • There are a few errors of syntax, grammar, spelling, or punctuation.	• Sentences are sometimes clear and concise. • Word choices are sometimes appropriate or precise. • Sentences are sometimes varied in length and style. • Errors of syntax, grammar, spelling, or punctuation are common.	• Sentences are rarely clear and concise. • Word choices are often inappropriate or vague. • Sentences are rarely varied in length and style. • Errors of syntax, grammar, spelling, or punctuation are frequent.	• Sentences are not clear and concise. • There are run-ons or fragments. • Parts of speech do not agree. • Sentences are not varied in length and style. • Word choices are inappropriate or vague. • There are numerous errors of syntax, grammar, spelling, or punctuation.	
Write paragraphs that demonstrate unity and coherence with appropriate details and examples that support a topic sentence and thesis statement.	• Paragraphs consistently have a clear focus. • Specific and concrete details support each topic sentence. • Sentences flow logically or sequentially with smooth transitions.	• Paragraphs usually have a clear focus. • Specific and concrete details usually support each topic sentence. • Most sentences flow logically or sequentially with smooth transitions.	• Paragraphs sometimes have a clear focus. • Some specific and concrete details support topic sentences. • Sentences sometimes flow logically or sequentially with smooth transitions.	• Paragraphs rarely have a clear focus. • There is a lack of specific and concrete details to support each topic sentence. • Sentences rarely flow logically or sequentially with smooth transitions.	• Paragraphs do not have a clear focus. • There are not specific and concrete details to support each topic sentence. • Sentences do not flow logically or sequentially with smooth transitions.	
Develop written compositions using organizational patterns and rhetorical modes appropriate for the desired audience and purpose.	• Compositions are consistently organized around a well-developed theme. • Paragraphs consistently transition smoothly. • Use of rhetorical modes consistently demonstrates an understanding of the appropriate audience and purpose.	• Compositions are usually organized around a well-developed theme. • Paragraphs usually transition smoothly. • Use of rhetorical modes usually demonstrates an understanding of the appropriate audience and purpose.	• Compositions are sometimes organized around a well-developed theme. • Paragraphs sometimes transition smoothly. • Use of rhetorical modes sometimes demonstrates an understanding of the appropriate audience and purpose.	• Compositions are rarely organized around a well-developed theme. • Paragraphs rarely transition smoothly. • Use of rhetorical modes rarely demonstrates an understanding of the appropriate audience and purpose.	• Compositions are not organized around a well-developed theme. • Paragraphs do not transition smoothly. • Use of rhetorical modes fails to demonstrate an understanding of the appropriate audience and purpose.	
Create a composition that demonstrates the process of prewriting, revising, and editing expected in a college-level final draft.	• Composition demonstrates the effective use of prewriting, revising, and editing to complete a final draft.	• Composition mostly demonstrates the effective use of prewriting, revising, and editing to complete a final draft.	• Composition partially demonstrates the effective use of prewriting, revising, and editing to complete a final draft.	• Composition minimally demonstrates the effective use of prewriting, revising, and editing to complete a final draft.	• Composition does not demonstrate the effective use of prewriting, revising, and editing to complete a final draft.	