**
University-wide Program-level Writing Assessment Holistic Rubric**

     **(Created by the ASCRC Writing Committee, Revised May 13, 2013)**

**Learning Outcomes for Approved Writing Courses**

1. Compose written documents that are appropriate for a given audience or purpose
2. Formulate and express opinions and ideas in writing
3. Use writing to learn and synthesize new concepts
4. Revise written work based on constructive feedback
5. Find, evaluate, and use information effectively
6. Begin to use discipline-specific writing conventions (largely style conventions like APA or MLA)
7. Demonstrate appropriate English language usage

**Score 4: Advanced**

The texts show a strong sense of purpose and audience.  Expression of ideas is articulate, developed, and well-organized. These texts demonstrate a clear ability to synthesize concepts.  The texts consistently show the writer’s ability to evaluate and use information effectively.  Writing style (word choice and sentence fluency) is highly effective for the purpose and audience.  The writer is beginning to use discipline-specific writing conventions with general success. While there may be a few errors in grammar, usage, and mechanics, a strong command of English language usage is clearly evident.

**Score 3: Proficient**

The texts show a clear sense of purpose and audience. Expression of ideas is generally developed and organized. These texts demonstrate an ability to synthesize concepts. The texts show the writer’s ability to evaluate and use information.  Writing style (word choice and sentence fluency) is effective for the purpose and audience.  The writer is beginning to use discipline-specific writing conventions with uneven success.  While there may be some errors in grammar, usage, and mechanics, a competency in English language usage is evident.

**Score 2: Nearing Proficiency**

The texts show some attention to purpose and audience. Expression of ideas may be vague, unclear, and/or unorganized at times. These texts demonstrate developing ability to synthesize concepts.   The texts reveal the writer’s uneven ability to use information; use of information may be insufficient.   Writing style (word choice and sentence fluency) is sometimes ineffective for the purpose and audience.  The writer shows minimal knowledge of discipline-specific writing conventions.  A basic control of English language usage is apparent, even though frequent errors in grammar, usage, or mechanics may occasionally hinder understanding.

**Score 1: Novice**

The texts show little understanding of purpose and/or audience. Expression of ideas is confusing, minimal, or irrelevant; the organization is illogical or weak. These texts demonstrate difficulty in synthesizing concepts.  The writer’s use of information is inaccurate, inappropriate, or missing.  Writing style (word choice and sentence fluency) is not effective for the purpose and audience.  The writer shows little to no awareness of discipline-specific writing conventions.  Severe problems with grammar, usage, and mechanics show poor control of English language and impede understanding.