Assessment of Student Outcomes Rubric
Effective and Persuasive Communication: Writing (CMW)
Updated July 2024

Carolina Core learning outcome: *Students will be able to identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through writing …*

#	Student Achievement	1: Unsatisfactory	2: Marginally Satisfactory	3: Satisfactory
1	Students will be able to identify and demonstrate appropriate means of communication for varied audiences and purposes.	• Does not demonstrate writing examples intended for multiple audiences and purposes AND • Does not make use of appropriate means of communication for target audiences and purposes	• Demonstrates writing examples intended for multiple audiences and purposes but does not consistently employ appropriate means of communication for those audiences and purposes AND • Involves communicating in one or two genres that may not be fully effective for the relevant rhetorical situations to which the student responds	• Demonstrates clear and appropriate considerations of multiple audiences and purposes across their writing examples AND • Involves communicating in different genres that are useful and effective for the relevant rhetorical situations to which the student responds
2	Students will be able to reason clearly in writing to inform, persuade, and exchange views.	• Contains frequent errors in grammar, usage, and punctuation that distract and confuse the reader • Lacks clarity and organization • Lacks an identifiable thesis or position statement. • Lacks an identifiable conclusion • Makes no attempt to accommodate its reasoning and style to its target audience	• Many errors in grammar, usage, and punctuation are present but do not impede reader comprehension • Shows some effort at organization and structure, if ineffectual at times • Includes a thesis or position statement, but may be unclear or vague • Offers some support for that statement, but support is thin or incomplete • Includes a conclusion, but it does not sum up the document's major points or address their implications • Makes an attempt to accommodate its reasoning and style to its target audience, but is not always successful	• Is mostly free from errors in grammar, usage, and punctuation. • Is clear and organized • Informs or persuades in a clearly reasoned fashion • Includes a clearly articulated and identifiable thesis, position statement, or central idea • Supports that thesis, statement, or idea with presented research • Includes a conclusion that sums up its major points or addresses their implications • Accommodates its reasoning and style to its target audience

3	Students will be able to articulate a critical, informed position on an issue and engage in productive and responsible intellectual exchanges that demonstrate the ability to grasp and respond to other positions as well as to set forth their own.	• Is unable to clearly identify a specific issue and establish its relevance • Does not adopt a critical, informed position	• Makes an attempt to identify a specific issue but supporting arguments are largely absent • Attempts but does not fully develop a critical, informed position	• Identifies a specific issue • Addresses the identified issue with a critical, informed position
		• Lacks multiple viewpoints on its chosen topic or issue AND/OR • Presents viewpoints in a biased fashion • Does not acknowledge source materials when appropriate*	• Makes some attempt at addressing differing viewpoints, but may be unintentionally biased or include too little information • Acknowledges source materials, but does so inconsistently or incorrectly*	• Addresses multiple viewpoints on its chosen topic or issue • Acknowledges source materials when appropriate, or does so responsibly*

*The phrase "source materials" refers to either primary sources or secondary sources.