

FGCUScholars
Quality Enhancement Plan Rubric
DRAFT #3 (April 2, 2014)

Written Communication	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Context of and Purpose for Writing [Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).]	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Genre and Disciplinary Conventions [Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.]	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Control of Syntax and Mechanics	Uses eloquent language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

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Critical Thinking	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, critical analysis and synthesis skills that convey the writer's understanding.	Uses appropriate, relevant, and compelling content to explore ideas using critical thinking skills within the context of the discipline.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Evaluation of Information; Conclusion	Skillfully analyzes and evaluates information / evidence related to thesis; conclusion is insightful, logical and justified based on a skillful evaluation of evidence	Adequately analyzes and evaluates information / evidence related to thesis; conclusion is logical and justified based on the evaluation of evidence	Attempts to analyze and evaluate information / evidence related to thesis and use the evidence in order to justify conclusions	Takes information at face value (little or no attempt to evaluate quality of information / evidence, relationship to thesis, or support of conclusions)
Information Literacy	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Identification and Access of Information / Evidence	Demonstrates skillful identification and access of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent identification and access of credible, relevant sources to support ideas, that are situated within the discipline and genre of the writing	Demonstrates an attempt to identify and access credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing	Has difficulty identifying and accessing sources to support ideas in the writing.
Use Information Effectively to Accomplish a Specific Purpose	Skillfully communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.