

Aligning Your Assignment Instructions to ILO Written Communication Categories

ILO Written Communication Rubric Categories

An assignment in your course section is being used to assess undergraduate student work as part of university-wide Institutional Learning Outcome (ILO) assessment of upper division student writing across disciplines. The use of your assignment for institutional assessment is a valuable contribution to the University's ongoing commitment to continuously improve how we help students improve their writing skills.

What will Be Assessed

The written communication ILO assessment will use the rubric included below. The rubric was developed, piloted, adopted, implemented, assessed, and revised by CSUEB faculty across disciplines and aligned with CSU and national writing standards. It includes four written communication competencies that all students are expected to achieve, so **all** four rubric categories will be assessed:

- Purpose, thesis or controlling idea(s)
- Organization, cohesion, and clarity
- Presentation of supporting ideas
- Language and mechanics

It is highly encouraged for you to share the ILO rubric with your students. Your assignments may include multiple elements that move beyond this rubric, however it is valuable for students to understand the importance of the ILOs the university has committed to for their future success.

Assignment Length

A comprehensive assignment of 750 words minimum, or two full pages in length, will provide faculty assessors with enough content to reasonably assess writing competency.

Sample Assignment Instructions

Some or all sentences below could be added to your existing assignment instructions. They help guide the students to address all rubric categories in their writing.

Purpose

Organization

Write a 750 word paper on TOPIC X. Clearly state your central idea(s), appropriate to the assignment and audience you are writing to. Your paper should be logically organized and use effective transitions to connect the ideas you present to each section. Using research and relevant course material, provide reasons, explanations, and examples to validate your claims. Review and edit the paper several times before submitting to ensure a smooth flow of ideas and to correct writing errors.

**Supporting
ideas**

**Language
and
Mechanics**

Category being assessed	Additional Assignment Instruction Examples
Purpose, thesis or controlling idea(s)	<ul style="list-style-type: none"> • <i>Example 1:</i> Explain why you selected this paper topic and why the central idea is important and relevant. • <i>Example 2:</i> Write specific statements like “In this paper I will.. “ . “I am going to be analyzing... because ...”
Organization, cohesion, and clarity	<ul style="list-style-type: none"> • <i>Example 1:</i> Structure your writing around the central idea(s), and integrate research and course material to support your ideas. • <i>Example 2:</i> Use effective transitions to logically connect ideas.
Presentation of supporting ideas	<ul style="list-style-type: none"> • <i>Example 1:</i> Present evidence and/or your personal observations that clearly support and develop your central idea(s). • <i>Example 2:</i> Provide reasons, explanations, and examples from the texts and/or other material to validate your claims.
Language and Mechanics	<ul style="list-style-type: none"> • <i>Example 1:</i> Use language appropriate for the target audience and topic. • <i>Example 2:</i> Review by reading aloud and edit the paper several times before submitting to ensure a smooth flow of ideas and to correct writing errors.

ILO Written Communication Rubric to be used for assessments

CSUEB Revised ILO Written Communication Rubric Approved by Academic Senate 10-11-22				
Description: Written communication is the expression of ideas developed through diverse iterative writing experiences across the curriculum. It involves writing for different audiences and purposes, as well as using varied techniques and sources.				
	4	3	2	1
Purpose, thesis or controlling idea(s)	Clearly states a central idea(s), appropriate to the assignment and/or audience.	Adequately states a central idea(s), generally appropriate to the assignment and/or audience.	Inconsistently states a central idea(s), minimally appropriate to the assignment and/or audience.	Lacks statement of a central idea, or states central idea(s) inappropriate to the assignment and/or audience.
Organization, cohesion, and clarity	Clearly structured around the central idea(s). Uses a range of transitions to connect ideas, and is easy to follow.	Adequately structured around the central idea(s). Uses some transitions to connect ideas, and is generally easy to follow.	Has minimal and/or inconsistent structure. Uses few transitions to connect ideas, and is somewhat difficult to follow.	Lacks structure. Lacks transitions that connect ideas, and/or is difficult to follow.
Presentation of supporting ideas	Presents evidence and ideas that clearly support and develop the central idea(s).	Presents evidence and ideas that generally support and develop the central idea(s).	Presents evidence and ideas that minimally support and develop the central idea(s).	Does not present evidence or ideas that support or develop the central idea(s).
Language and Mechanics	Demonstrates appropriate language and/or mechanics choices. Errors, if any, are minimal and do not interfere with meaning.	Generally demonstrates appropriate language and/or mechanics choices. Few errors that tend not to interfere with meaning.	Minimally demonstrates appropriate language and/or mechanics choices. Errors sometimes interfere with meaning.	Does not demonstrate appropriate language and/or mechanics choices. Frequent errors that interfere with meaning.