

## GE SLO 1.5 Write effectively in various forms

	Initial 1	Emerging 2	Developing 3	Highly Developed 4
<b>Purpose</b>	Displays <b>some focus</b> but occasionally wavers in its sense of purpose; inappropriate or simplistic support of ideas.	Displays an <b>identifiable purpose</b> , and some support of ideas beyond generalizations.	Displays a <b>clearly identifiable purpose</b> . Takes responsibility for own ideas and distinguishes from those of others.	Displays <b>sophisticated sense of own purpose</b> throughout.
<b>Audience</b>	Language demonstrates <b>little awareness</b> of appropriate style/tone and varied word <b>choice</b> . Intended audience is unclear	Language demonstrates <b>general awareness</b> of appropriate style/tone and varied word choice – avoiding vague, empty, and condescending expression. Intended audience is apparent.	Language demonstrates <b>consistent awareness</b> of appropriate style/tone and varied word choice. Intended audience is obvious.	Language demonstrates a <b>refined awareness</b> of the audience's degree of knowledge, values, need for clarity, right to an opinion, and expectation of interest. Intended audience might represent more than one academic discipline.
<b>Content</b>	<b>No apparent controlling idea</b> , limited or irrelevant detail. Uses appropriate content to develop simple ideas in some parts of the work. Shows problems in organization.	<b>Controlling idea is apparent</b> and supported with <b>some relevant detail</b> ; demonstrates appropriate application of designated or selected ideas. Uses outside sources to develop and explore ideas through most of the work. Provides transitions to clarify relationships between most points of development.	<b>Controlling idea developed with consistently pertinent detail</b> ; identifies key elements indicate understanding of frameworks/ theories. Relevant outside sources are integrated appropriately and add to effectiveness of paper. Consistently articulates relationships between points of development.	<b>Important and controlling idea fully developed with concrete and vivid detail</b> . Extensively uses relevant outside sources which are integrated seamlessly where appropriate and strengthen entire paper. Clearly articulates relationships between ideas/concepts out of an academic framework/theory and those out of his/her own thinking.
<b>Clarity</b>	<b>Comprehension is difficult</b> (for example, problems with logic, grammar, punctuation, sentence structure, paragraph formation, etc.). There is little sense of an academic genre being used.	<b>Lapses in convention interfere with comprehension</b> . An academic genre is discernible but multiple violations of the genre (e.g. organization, tone, referencing, vocabulary) limit clarity.	Generally <b>free from lapses in convention</b> , no interference in comprehension. An academic genre is clear and generally adhered to.	<b>Mastery of writing conventions</b> , effortless to read. Clear academic genre is consistently adhered to.

(Updated September 2025)