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| **Core Competency Identification Legend** |  |
| **WC** | **Written Communication** |  |
| **OC** | **Oral Communication** |  |  |
| **PS** | **Problem Solving** |  |  |
| **RL** | **Research and Information Literacy** |  |
| **PG** | **Personal Growth** |  |  |
| **GC** | **Global and Cultural Awareness** |  |

**Communication Core Competency**

SCC graduates will communicate ideas, perspectives, and values while demonstrating mastery of Standard English in written, oral and visual format. Comprehension of written material is demonstrated with summary and application.

**WRITTEN COMMUNICATION CORE COMPETENCY RUBRIC**

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles as well as working with many different writing technologies mixing texts with data and images. Written communication abilities develop through interactive experiences across the curriculum.

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|  | Exemplary | Acceptable | Developing | Below Expectations |
| **Content of Purpose for Writing**  | Demonstrates thorough understanding of context, audience, and purpose. | Demonstrates adequate consideration of context, audience, and purpose.  | Demonstrates awareness of context, audience, and purpose. | Demonstrates minimal attention to context, audience, and purpose. |
| **Content Development** | Uses appropriate, relevant, and compelling content to illustrate mastery of subject, conveying the writer’s understanding and shaping of the document. | Uses appropriate, relevant, and compelling content to explore ideas within the content of the subject while shaping the document | Uses appropriate, relevant content to develop and explore ideas through most of the work of the document | Lacks use of appropriate, relevant content to develop simple ideas in the document |
| **Syntax and Mechanics** | Uses English language skillfully communicating meaning to readers with clarity and fluency, and is error-free. | Uses standard English language that generally conveys meaning to readers with clarity with few errors (less than five). | Uses standard English language that generally conveys meaning to readers although lacking complete clarity and includes multiple errors (more than five). | Use of English language which sometimes impedes meaning due to errors in usage |
| **Sources and Evidence** | Demonstrates skillful use of **high quality, credible, relevant** sources to develop ideas that are appropriate for the assigned task(s) | Demonstrates consistent use of **credible, relevant** sources to develop ideas that are appropriate for the assigned task(s) | Demonstrates an attempt to use **credible and/or relevant** sources to develop ideas that are appropriate for the assigned task(s) | Lacks demonstration of an attempt to use **sources** to support ideas used in completion of task(s) |