LSU Integrative Learning Core (ILC)
Proficiency: Written Communication

Proficiency Dimensions	Core Assessment (performance indicators are based on the rigor of the discipline)				Graduating Assessment
Description	Four levels of performance intended for 1000 and 2000 level courses approved as ILC courses. The 'meeting' level of performance is LSU benchmark for the ILC curriculum.				The capstone level of performance is LSU benchmark for graduating seniors.
	NOT APPROACHING 0	APPROACHING 1	MEETING 2	EXCEEDING 3	CAPSTONE 4
Context and Purpose					Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
Content Development					Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.
Genre and Conventions					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
Sources and Evidence					Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet level 1 performance.

	Not Approaching 0	Approaching 1	Meeting 2 (CORE ASSESSMENT BENCHMARK)	Exceeding 3	Capstone 4 (GRADUATING ASSESSMENT BENCHMARK)
Context and Purpose	Does not meet level 1 achievement target of 'Approaching'.	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	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 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 a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
Content Development	Does not meet level 1 achievement target of 'Approaching'.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.
Genre and Conventions	Does not meet level 1 achievement target of 'Approaching'.	Attempts to use a consistent system for basic organization and presentation.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	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
Sources and Evidence	Does not meet level 1 achievement target of 'Approaching'.	Demonstrates an attempt to use sources to support ideas in the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing
Syntax and Mechanics	Does not meet level 1 achievement target of 'Approaching'.	Uses language that sometimes impedes meaning because of errors in usage.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.

LSU Adapted   AAC&U Written Communication VALUE Rubric