

**Written Communication,
Critical Thinking, and Information Literacy Integrated Rubric**
California State University, Monterey Bay

CSUMB's Integrated Intellectual Skills Rubrics were influenced by the [AAC&J VALUE Rubrics](#) and created to help educators design activities and assignments that better help students demonstrate their learning. It is not expected that a given activity or assignment address all components of the rubric. Rather, educators should select the most relevant components and language. Note that the rubric levels are developmental (describing student development over a 4-year undergraduate program) but can be adapted for course grading purposes. Abbreviations: WC = written communication, CT = critical thinking, IL = information literacy.

	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginner
	Expectations for some students at or near graduation.	Expectations for all students at or near graduation.	Expectations for students advancing towards proficiency.	Expectations for students initiating development towards proficiency.
Issue/problem (CT)	Clearly states, comprehensively describes, and fully clarifies the issue/problem to be considered: defines key terms, explores ambiguities, determines boundaries. Delivers all relevant information needed for full understanding.	Clearly states, describes, and clarifies the issue/problem to be considered: defines key terms, explores ambiguities, determines boundaries. Delivers relevant information necessary for understanding (understanding is not seriously impeded by omissions).	States and describes issue/problem to be considered, leaving some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown. Delivers information needed for basic understanding (more information needed for full understanding).	States issue/problem to be considered generally. Delivers information needed for minimal understanding (more information needed for basic understanding).
Supporting materials (IL)	Chooses a variety of information sources appropriate to the scope and discipline of the task. Selects sources after considering the importance of multiple criteria, such as relevance to the topic, currency, authority, audience, and bias or point of view.	Chooses a variety of information sources appropriate to the scope and discipline of the task. Selects sources using multiple criteria, such as relevance to the topic, currency, and authority.	Chooses a variety of information sources. Selects sources using basic criteria, such as relevance to the topic and currency. Sources are mixed with regard to authority.	Chooses too few information sources. Selects sources using limited criteria, such as relevance to the topic. Authority of sources is questionable.
Use of support (IL)	Organizes, interprets, analyzes, and synthesizes information from sources to fully achieve a specific, intended purpose with clarity and depth.	Organizes, interprets, analyzes, and synthesizes information from sources to achieve intended purpose.	Organizes, interprets, and analyzes information from sources. Achieving intended purpose requires synthesis of information.	Provides information from sources. Achieving intended purpose requires better organization, interpretation, and/or analysis in addition to synthesis of information.
Position (CT)	Presents position (perspective, thesis/hypothesis) that is nuanced, taking into full account the complexities of the issues/problem and explains the relevance of context, own and others' assumptions, and the perspectives of others.	Presents position (perspective, thesis/hypothesis) that is clear, taking into some account the complexities of the issues/problem and acknowledges the relevance of context, own and others' assumptions, and the perspectives of others.	Presents position (perspective, thesis/hypothesis) that acknowledges different sides of the issue/problem and relevant contexts, but suggests more awareness of others' than own assumptions (or vice versa).	Presents position (perspective, thesis/hypothesis) that represents a single perspective, but suggests an emerging awareness of present assumptions (although sometimes labels assertions as assumptions).

Genre and disciplinary conventions (WC)	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.
Conclusions and outcomes (CT)	Presents a logical conclusion and related outcomes (consequences and implications) that reflect an informed evaluation and ability to place evidence and perspectives in priority order.	Presents a logical conclusion tied to a range of information, including opposing viewpoints. Clearly identifies related outcomes (consequences and implications).	Presents a logical conclusion tied to information, but information is selectively chosen to fit the desired conclusion. Clearly identifies some related outcomes (consequences and implications).	Presents a conclusion that is inconsistently tied to information discussed. Identifies some related outcomes (consequences and implications), but in an oversimplified manner.
Academic integrity (IL)	Does all of the following consistently and correctly: <ul style="list-style-type: none"> • attributes information to sources • appropriately chooses to paraphrase, summarize, or quote • uses information in ways that are true to original context • distinguishes between common knowledge and ideas requiring attribution • acquires information ethically and legally 	Does all of the following consistently, though some errors are present: <ul style="list-style-type: none"> • attributes information to sources • appropriately chooses to paraphrase, summarize, or quote • uses information in ways that are true to original context • distinguishes between common knowledge and ideas requiring attribution • acquires information ethically and legally 	Does the following inconsistently, with some errors: <ul style="list-style-type: none"> • attributes information to sources • appropriately chooses to paraphrase, summarize, or quote • uses information in ways that are true to original context • distinguishes between common knowledge and ideas requiring attribution • acquires information ethically and legally 	Use the following practices incorrectly or incompletely: <ul style="list-style-type: none"> • attributes information to sources • appropriately chooses to paraphrase, summarize, or quote • uses information in ways that are true to original context • distinguishes between common knowledge and ideas requiring attribution • acquires information ethically and legally
Grammar and mechanics (WC)	Uses graceful language which skillfully applies all conventions of mechanics and grammar. Demonstrates attention to detail, producing a polished final draft that is virtually error free.	Uses language which consistently applies conventions of mechanics and grammar. Demonstrates attention to detail, producing a final draft with minor errors that don't impede meaning.	Uses language which inconsistently applies conventions of mechanics and grammar. Contains errors in grammar and usage that rarely impede meaning.	Errors in grammar and mechanics consistently impede meaning.