

finding to emerge from decades of research on writing include directions for

**writers about how they should represent the contexts and purposes of their work.**

#### **Glossary**

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Context of and purpose for writing:** The context of writing is the situation surrounding a text: Who is reading it? Who is writing it? Under what circumstances will it be read? (L) -11.5 (ow) 3 (U) 1y te 1-13 (

*Based on the AAC&U Written Communication VALUE Rubric, [value@aacu.org](http://value@aacu.org), [assessment@llu.edu](mailto:assessment@llu.edu), or see sites below<sup>2</sup>.*

**Definition**

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum. Professional writing in a skills based environment includes a vocabulary specific to the discipline.

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

**4**

**3**

**2**

**1**