UNIVERSITY *of* ROCHESTER

College Competency –Written Communication

Communication grounds our interactions and connects us with others. Writing, reading, speaking, and listening help us make sense of the knowledge, ideas, and value of others so that we can discover and articulate new perspectives. Effective communication leads students to discover, develop, test, and share ideas.

Key Performance Indicator	Emergent	Proficient	Accomplished
Organization	Organizes main or supporting information in ways that cause the audience to work excessively to understand the intended meaning. Leaves audience confused or with unanswered questions.	Organizes main or supporting information in ways that lead the audience to understand the intended meeting. May at times leave audience with unanswered questions and/or moments of confusion.	Organizes main and supporting information in ways that enhance the audience's ability to understand and engage with the writer's message and perspective. Uses various organizational choices so that the text is responsive to its purpose, the communication situation, and the audience's expectations and needs.
Language	Language choices may not be appropriate to the communication situation or meet the audience's expectations or needs.	Language choices are appropriate to the communication situation and meet the audience's expectations. Language is appropriate to purpose, audience, genre, and mode and complements supporting materials.	Language choices enhance the writer's effectiveness in communicating the intended message or meaning. Language is responsive to purpose, audience, genre and mode. A range of language choices are used in anticipating a variety of audience's needs and that complement sources and evidence.
Delivery	While writing techniques may be employed (e.g., rhetoric and tone; evidence-based research; emotive language; literary devices such as metaphors, imagery, hyperbole), the choices made may not engage the audience or help the audience understand the message. In addition, distracting ~~delivery~~ patterns in writing (e.g., vague language,	The writer typically employs ~~delivery~~ techniques, (e.g., rhetoric and tone; evidence-based research; emotive language; literary devices – e.g., metaphors, imagery, hyperbole), that engage the audience or help the audience understand the message, with occasional lapses.	Writing techniques are consistently (e.g., rhetoric and tone; evidence-based research; emotive language; literary devices such as metaphors, imagery, hyperbole, etc.), to engage the audience and/or enhance the audience's understanding of the message.

	incorrect grammar, verbose descriptions) may make it difficult for the audience to relate to or understand the written work.	Delivery patterns (e.g., slowing speaking to emphasize a point, making friendly eye contact, gesturing with purpose) enable the audience to relate to the writer and understand what they are saying. Delivery helps to establish writer's credibility/authority.	Delivery techniques anticipate and respond to diverse audiences and accessibility needs (e.g., adapting language choices for non-native-English audiences; pages with sans serif text to be accessible for dyslexic and visually impaired audiences). (*see https://userway.org) Delivery enhances engagement with the writer and understanding of what they are writing. Delivery style enhances writer's credibility/authority.
Supporting Material	Choice of supporting materials (e.g., definitions, examples, illustrations, statistics, analogies, quotations) somewhat reflects the work's motivating question and methodology. Supporting materials may be sufficient, but audience may not be able to easily work out the connection between materials and the central message. Alternatively, there may be insufficient amount or kind of supporting material to demonstrate and explicate the central message, or overreliance on supporting materials overshadows the writer's message or voice. More generally, materials minimally support the message or minimally establish the writer's credibility/authority.	Choice of supporting materials (e.g., definitions, examples, illustrations, statistics, analogies, quotations) typically reflects the work's motivating question and methodology, although there may be occasional lapses. Supporting materials enable audience to easily work out the connections between materials and the central message. Writer ties in message with supporting materials so the audience can easily work out how materials relate to central message. More generally, materials consistently support the central message and work to establish the writer's credibility/authority.	Choice of supporting materials (e.g., definitions, examples, illustrations, statistics, analogies, quotations) is skillfully used to develop ideas that significantly support the work's motivating question/issue/methodology. Choices are responsive to the audience's diverse needs. Supporting materials enhance audience's understanding of the connections between the materials and the central message. Supporting materials are used effectively to create a clear and cohesive text that the audience can follow with ease and interest. Moreover, materials hold up the central message and enhance the writer's credibility/authority.

Central Message (Thematic Unity / Coherence / Cohesion)	While a sense of message may be present, it cannot be identified easily. For example, there may be several competing or contradictory messages, a message that does not respond to the issue at hand, an unclear focus, or imprecision at one or more levels.	Message is present and can be easily identified and followed. Is well focused and developed, relevant to issue at hand and to the audience.	Message engages the audience and develops in ways that is responsive to diverse audience needs. Audience feedback, including potential objections and questions, are anticipated and addressed in compelling or relevant ways.