

Assuring Graduate Capabilities - Standards Rubric		WRITTEN COMMUNICATION			Developed in relation to Monash BA	
	supported...			independent...		
	novice		developing	competent	proficient	expert...
english language proficiency (summary of standards across all criteria)	Can write accounts of experience or description of an event real or imagined. Can summarise, report and give opinion about accumulated factual information using a standard conventionalized format.	Can write a scaffolded text and give clear, detailed descriptions. Is able to write an essay or a report which develops an argument systematically, weighing pros and cons. Can summarize information from different sources and media.	Can write well-structured and developed descriptions. Can present a complex topic in a report which highlights the most important points. Can mark the relationship between ideas and round off with a well-balanced conclusion.	Can write descriptions of experience in an appropriate and smoothly flowing style. Can produce complex reports, essays or articles on scientific, academic and professional topics, in an effective logical structure.		
text types (genres?)	Can write shorter exposition and argumentative texts in response to set questions, with guides or scaffolding	Can write expository and argumentative texts, analysing problems with reference to theories and alternative arguments.	Can identify, judge, and produce appropriate text types to suit a range of situations.	Produces sustained argumentative and explanatory text in a variety of text types including essays, reports, critical and literature reviews and short theses.		
purposes and audience	Shows some awareness, and meets audience expectations when these are clearly identified or specified. May have some inconsistencies in tone or write for a 'single' audience.	Demonstrates awareness of different audiences and purposes for writing, and shows attempt to adapt writing style, text type or structure to suit.	Shows understanding of different audiences and styles and can competently adapt to different expectations with minimal guidance.	Can recognise and independently judge the needs of different audiences and recognise different purposes in writing, and adjust writing style to suit.		
content cohesion and coherence	Can present coherent passages of text and follow set structures for academic texts (essays).	Can present texts which are mostly coherent and cohesive across a number of different genres or text types, following set models and given clear guidance on content.	Can express complex ideas, in text that is consistent, cohesive and coherent, supporting argument or purpose with engaging and fluent style.	Can express coherent, and cohesive ideas, based in a thorough knowledge of a field of study, with little or no instruction or guidance.		
format and presentation	With clear guidelines and models, can present written text in a clear, logical format that supports ideas and content.	Can produce text with complex structures, modifying presentation styles to suit different purposes, with some guidance.	Can produce text that impresses and engages readers and is free of significant errors or inconsistencies.	Can select, produce and adapt formats and presentation style to support argument or purpose, with engaging and fluent style.		
sources and evidence	Demonstrates an awareness of need to acknowledge sources, and to follow basic systems for acknowledging sources when given explicit instruction.	Can find, identify and evaluate evidence to support arguments as well as to follow conventions for acknowledging sources with clear guidance.	can adapt use of sources to meet different purposes, and evaluate appropriate use of evidence or sources with only minimal instruction.	can generate, evaluate and present complex evidence to answer questions and problems across a range of different situations.		
english language proficiency - (language focused alternative)	<i>demonstrates good basic vocabulary across general subject or content areas, mastery of basic English structures and writing free from significant grammatical errors which impede ability of reader to comprehend intended meaning.</i>	<i>Is developing a larger and more specialised vocabulary, with some mastery of more complex sentence structures and grammatical forms, appropriate stylistic choices and infrequent errors in usage.</i>	<i>Shows mastery of specific vocabulary in areas of specialised interest as well as solid general vocabulary. Produces and can edit written text with only minor grammatical inconsistencies, which don't impede reader's understanding of intended meaning.</i>	<i>Shows mastery of complex, specialised and general vocabulary, with finished writing (self edited) that has only very occasional and minor grammar or usage problems.</i>		

