

REVISED: General Education Scoring Guide for Written Communication
COURSE ASSESSMENT RUBRIC
Revised Summer 2015

COMPETENCY	4-Accomplished <i>Exceeds Course Expectations</i>	3-Competent <i>Meets Course Expectations</i>	2-Developing <i>Incomplete in Meeting Course Expectations</i>	1-Beginning <i>Inadequate in Meeting Course Expectations</i>
Purpose / Unity <i>(GE Goal 2, 8)</i>	Demonstrates <i>significance</i> of a topic leading to a compelling thesis. Analyzes and synthesizes evidence with sophistication around thesis throughout the text.	Defines a topic leading to a <i>clearly</i> stated thesis. Analyzes and synthesizes evidence around thesis throughout the text.	Defines a topic leading to a thesis, although it may not be <i>clearly</i> stated. Does not maintain consistent focus to support thesis.	Fails to reach developing level.
Coherence <i>(GE Goal 2,8)</i>	Organization is <i>clearly</i> and <i>logically</i> developed around claims and supporting evidence. Presents seamless transitions between paragraphs.	Organization is developed around claims and supporting evidence. Presents effective transitions between paragraphs.	Organization is ineffective. Transitions between paragraphs are inconsistent or awkward.	Fails to reach developing level.
Information Literacy: Selection <i>(GE Goal 1)</i>	Selects <i>relevant</i> , credible, and appropriate sources that demonstrate the <i>depth</i> and <i>breadth</i> of the topic.	Selects <i>relevant</i> , credible, and appropriate sources.	Selects some <i>relevant</i> , credible, and appropriate sources; may not be sufficient in number or quality.	Fails to reach developing level.
Information Literacy: Critical Reading / Integration <i>(GE Goal 1, 2, 8)</i>	Demonstrates understanding of source content through <i>fair</i> , <i>accurate</i> , and sophisticated synthesis and citation of selected sources to develop <i>depth</i> and <i>breadth</i> in student's own argument with specific and concrete evidence.	Demonstrates understanding of source content through <i>fair</i> and <i>accurate</i> synthesis and citation of selected sources to develop student's own argument with specific and concrete evidence.	Demonstrates limited understanding of source content through attempt at synthesis and citation of selected sources. May attempt to develop argument through vague generalizations.	Fails to reach developing level.
Rhetorical Awareness <i>(GE Goal 1,2)</i>	Demonstrates recognition of rhetorical situation by setting authoritative tone, using <i>accurate</i> and <i>precise</i> vocabulary, and choosing engaging media and genre for audience and context.	Demonstrates recognition of rhetorical situation by setting <i>relevant</i> tone, using <i>accurate</i> vocabulary, and choosing appropriate media and genre for audience and context.	Attempts to use appropriate tone, vocabulary, media, or genre are inconsistent with the rhetorical situation.	Fails to reach developing level.
Style <i>(GE Goal 1,2)</i>	Presents writing that is sophisticated and engages reader with a distinctive voice.	Presents writing that is <i>clear</i> , <i>accurate</i> , and <i>precise</i> most of the time. Develops voice through paragraphing, sentence structure, variation, rhythm, phrasing, and word choice.	Presents writing that is <i>clear</i> and <i>accurate</i> some of the time. May have some awkward sentences. Attempts to develop voice.	Fails to reach developing level.
Surface Features <i>(GE Goal 1)</i>	Uses nearly error free and <i>accurate</i> punctuation, grammar, capitalization, <i>relevant</i> citation format, etc.	Uses <i>accurate</i> punctuation, grammar, capitalization, <i>relevant</i> citation format, etc. with minor or minimal errors that do not interfere with <i>clarity</i> .	Presents major and/or frequent errors in use of punctuation, grammar, capitalization, <i>relevant</i> citation format, etc. Errors sometimes interfere with <i>clarity</i> .	Fails to reach developing level.

Applying the Intellectual Standards

Clarity: Understandable; the meaning can be grasped

Feedback: Could you elaborate further? Could you give an example? Could you illustrate what you mean?

Accuracy: Free from errors or distortions; true

Feedback: How could we check on that? How could we find out if that is true? How could we verify or test that?

Precision: Exact to the necessary level of detail

Feedback: Could you be more specific? Could you give more details? Could you be more exact?

Relevance: Relating to the matter at hand

Feedback: How does that relate to the problem? How does that bear on the question?
How does that help us with the issue?

Depth: Containing complexities and multiple interrelationships

Feedback: What factors make this a difficult problem? What are some of the complexities of this question?
What are some of the difficulties we need to deal with?

Breadth: Encompassing multiple viewpoints

Feedback: Do we need to look at this from another perspective? Do we need to consider another point of view?
Does we need to look at this in other ways?

Logic: The parts make sense together; no contradictions

Feedback: Does this all make sense together? Does your first paragraph fit in with your last?
Does what you say follow from the evidence?

Significance: Focusing on the important; not trivial

Feedback: Is this the most important problem to consider? Is this the central idea to focus on?
Which of these facts are most important?

Fairness: Justifiable; not self-serving or one-sided

Feedback: Do you have any vested interest in this issue?
Are you sympathetically representing the viewpoints of others?