

General Education Scoring Guide for Written Communication
COURSE ASSESSMENT RUBRIC
 Revised August, 2006

Criteria		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>	NA
Demonstrate Rhetorical Knowledge (GE Goal 1)	By focusing on a specific purpose for a defined audience	Purpose is defined and critically explicated; audience needs are addressed fully and richly	Purpose is defined and audience needs are addressed	Purpose and audience are identifiable but not directly or clearly addressed	Purpose and audience unclear	
	By defining a specific topic through a clearly stated thesis.	Clearly stated and contextualized thesis with specific claims.	Clearly stated thesis with specific claims.	Thesis identifiable through inference.	Thesis non-discernible.	
	By constructing an effective discourse organization.	Clearly organized with explicit and effective transition signals.	Organized with mostly explicit and effective transition signals.	Adequately developed with usually adequate support some inconsistency in documentation.	Organization very difficult to follow.	
	By providing adequate and relevant supporting evidence, appropriate documentation, and clear and valid assumptions and conclusions.	Strongly developed with consistently relevant support and appropriate documentation.	Well developed with mostly relevant support and appropriate documentation.	Adequately developed with usually adequate support; some inconsistency in documentation.	Inadequately supported; many lapses in development; confusing documentation.	
Demonstrate Critical Thinking, Reading, and Writing (GE Goal 2)	By searching a library database and the Internet for appropriate and quality information.	Clear and substantial evidence of quality sources in the bibliography; balanced list or resources (books, articles, and academic online and print databases) directly supports thesis.	Significant evidence of quality sources in the bibliography; small reliance on information found on the Free Web.	Some evidence of quality sources in the bibliography; some attempt to balance information found on the Free Web with information in books/articles & academic print & online databases.	Little evidence of effective use of academic print and online databases.	
	By comprehending and summarizing the main ideas and integrating this information into their essays.	Clearly and appropriately interprets and synthesizes information into their own thinking, making new observations and discoveries.	Significant evidence of interpretation and synthesis of information, making new observations and discoveries.	Integrates some relevant information, meaningful concepts, and important principles.	Fails to integrate information, concepts, and principles.	

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Demonstrate Control of Written Language (GE Goal 1)	By integrating their own ideas with those of others, following conventions of academic writing to construct coherent text.	Skillfully follows conventions of standard written English to present topics and effectively integrate supporting information through use of direct citations, paraphrases and summaries.	Follows conventions of topic development and support through appropriate integration of outside information. Few if any apparent breakdowns undermine text effectiveness.	Generally follows conventions of topic development and support through appropriate integration of outside information. Some breakdowns may be apparent and can undermine text effectiveness.	Little or no conformity to conventions of topic development and support through integration of information.	
	By controlling sentence structure and vocabulary appropriate to academic writing.	Evident and confident control of sentence-level constructions, including punctuation; vocabulary use is precise and varied.	General control of sentence-level constructions, punctuation usage, and appropriate vocabulary.	Use of sentence-level constructions, including punctuation is mostly appropriate; some imprecise vocabulary use and breakdowns in sentence grammar attract attention.	Little or no control of sentence-level constructions, including punctuation; frequent use of imprecise vocabulary attracts attention.	
	By using the appropriate documentation style to integrate their own ideas with those of others.	Accurate style with all source information included.	Main parts of source included but with inconsistent punctuation.	Main parts of source are mostly included; punctuation is inconsistent.	Little or no understanding of how to document sources.	
Integration Across the Course (GE Goal 2, 8)	By appropriately synthesizing across sources and fully integrating relevant information, meaningful concepts, and important principles.	Consistently synthesizing across sources and integrates most relevant information, meaningful concepts, and important principles.	Mostly synthesizes across sources and integrates relevant information, meaningful concepts, and important principles.	Sometimes synthesizes across sources and integrates relevant information, meaningful concepts, and important principles.	Fails to synthesize across sources and integrate information, concepts, and principles.	