

General Education Outcome Communication – Written Language

(Utilize verbal and written language
to discuss and comprehend information,
incorporating a variety of technologies, such as texts, data, and images.)

Rubric

Criteria	Exemplary (2)	Met (1)	Unmet (0)	N/A
Introduction/Thesis	<input type="checkbox"/> Introduction contains detailed background information that engages the reader and creates interest. <input type="checkbox"/> Thesis clearly states a significant and compelling position.	<input type="checkbox"/> Introduction contains background information related to the thesis. <input type="checkbox"/> Thesis states the position.	<input type="checkbox"/> Introduction does not contain background information, or background information is unclear or unrelated to the thesis. <input type="checkbox"/> Thesis is vague or unclear.	<input type="checkbox"/> N/A <input type="checkbox"/> N/A
Organization	<input type="checkbox"/> Essay contains a logical progression of ideas with a clear structure that enhances the thesis. <input type="checkbox"/> Transitions are mature and graceful and are present equally throughout essay.	<input type="checkbox"/> Essay contains a logical progression of ideas related to the thesis. <input type="checkbox"/> Transitions are present throughout the essay.	<input type="checkbox"/> Essay is difficult to follow. <input type="checkbox"/> Transitions are not present.	<input type="checkbox"/> N/A <input type="checkbox"/> N/A
Development	<input type="checkbox"/> Main points are well developed and directly related to the thesis.	<input type="checkbox"/> Main points are adequately developed and directly related to the thesis.	<input type="checkbox"/> Main points have little or poor development and may not be related to the thesis.	<input type="checkbox"/> N/A
Sentence Formation	<input type="checkbox"/> Writing is smooth, skillful, and coherent with varied sentence structure.	<input type="checkbox"/> Writing is clear and coherent with sentences that have varied structure.	<input type="checkbox"/> Writing is confusing and hard to follow.	<input type="checkbox"/> N/A

Grammar/ Mechanics	<input type="checkbox"/> Essay contains minimal (0-5) grammatical and/or mechanical errors that do not interfere with readability.	<input type="checkbox"/> Essay contains some (6-9) grammatical and/or mechanical errors but not enough to interfere with readability.	<input type="checkbox"/> Essay contains numerous (10+) grammatical and/or mechanical errors that interfere with readability.	<input type="checkbox"/> N/A
Outside Sources	<input type="checkbox"/> All outside sources used in the essay are documented correctly.	<input type="checkbox"/> All outside sources used in the essay are documented but not correctly.	<input type="checkbox"/> Some or all sources used in the essay are not documented.	<input type="checkbox"/> N/A

Score Overview

- Exemplary (2)** Introduction contains detailed background information that engages the reader and creates interest. Thesis clearly states a significant and compelling position. Essay contains a logical progression of ideas with a clear structure that enhances the thesis. Transitions are mature and graceful and are present equally throughout essay. Main points are well developed and directly related to the thesis. Writing is smooth, skillful, and coherent with varied sentence structure. Essay contains minimal (0-5) grammatical and/or mechanical errors that do not interfere with readability. All outside sources used in the essay are documented correctly.
- Met (1)** Introduction contains background information related to the thesis. Thesis states the position. Essay contains a logical progression of ideas related to the thesis. Transitions are present throughout the essay. Main points are adequately developed and directly related to the thesis. Writing is clear and coherent with sentences that have varied structure. Essay contains some (6-9) grammatical and/or mechanical errors but not enough to interfere with readability. All outside sources used in the essay are documented but not correctly.
- Unmet (0)** Introduction does not contain background information, or background information is unclear or unrelated to the thesis. Thesis is vague or unclear. Essay is difficult to follow. Transitions are not present. Main points have little or poor development and may not be related to the thesis. Writing is confusing and hard to follow. Essay contains numerous (10+) grammatical and/or mechanical errors that interfere with readability. Some or all sources used in the essay are not documented.