

**ConnSCU GENERAL EDUCATION ASSESSMENT RUBRIC**

**COMPETENCY AREA: (WRITTEN COMMUNICATION)**

<b>Scale</b> <b>Outcomes</b>	<b>4</b> <b>Highly Competent</b>	<b>3</b> <b>Competent</b>	<b>2</b> <b>Minimally Competent</b>	<b>1</b> <b>Not Competent</b>
<b>Respond to Rhetorical Situations</b>	<b>Consistently and effectively understands and responds to both audience and purpose.</b>	<b>Consistently understands and responds to both audience and purpose.</b>	<b>Inconsistently adapts writing to both audience and purpose.</b>	<b>Neither understands nor responds to audience and purpose.</b>
Identify and evaluate the specific audience and purpose in different writing situations, and adapt their writing appropriately to those situations.	Shows keen awareness of a variety of audiences and purposes, and masterfully adapts writing to the situation.	Shows awareness of a variety of audiences and purposes, and consistently adapts writing to the situation.	Shows awareness of specific audience and purpose, but inconsistently adapts writing to the situation.	Shows no awareness of specific audience or purpose.
Develop effective prose that influences attitudes, beliefs, and actions through appropriate logical, ethical, and emotional appeals.	Uses variety of appeals consistently and effectively to influence attitudes, beliefs, and actions.	Uses appropriate appeals consistently to influence attitudes, beliefs, and actions.	Uses appropriate appeals, but inconsistently, to influence attitudes, beliefs, and actions.	Does not use appropriate appeals to influence attitudes, beliefs, and actions.
<b>Use Sources</b>	<b>Locates and documents credible, appropriate, and varied sources, and integrates them thoughtfully to realize</b>	<b>Locates, integrates, and documents credible and appropriate sources to realize the rhetorical purpose.</b>	<b>Locates credible and appropriate sources to realize the rhetorical purpose, but does not either integrate them</b>	<b>Unable to locate, integrate, and document credible and appropriate sources to realize the rhetorical purpose.</b>

	<b>the rhetorical purpose.</b>		<b>effectively or document them consistently.</b>	
Locate and evaluate sources appropriate to the rhetorical situation	Locates and evaluates a variety of credible sources appropriate to the rhetorical situation.	Locates and evaluates sources appropriate to the rhetorical situation.	Locates sources but does not always evaluate their appropriateness to the rhetorical situation.	Does not locate sources appropriate to the rhetorical situation.
Read, comprehend, and summarize an argument from a complex piece of writing.	Reads, comprehends, and summarizes the main ideas, pertinent supporting detail, and nuances of an argument from a complex piece of writing, while maintaining the writer's own voice.	Reads, comprehends, and summarizes the main ideas and pertinent supporting details of an argument from a complex piece of writing.	Reads, comprehends, and summarizes only the main ideas of an argument from a complex piece of writing.	Reads but does not fully comprehend an argument from a complex piece of writing.
Analyze, evaluate, and respond to an argument from a complex piece of writing.	Analyzes, evaluates, and responds to the main ideas, premises, biases, and assumptions of an argument from a complex piece of writing.	Analyzes, evaluates, and responds to the main ideas and basic premises of an argument from a complex piece of writing.	Analyzes, evaluates, and responds to only the main ideas of an argument from a complex piece of writing.	Reads but does not analyze, evaluate, or respond to an argument from a complex piece of writing.
Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students'	Summarizes, paraphrases, and quotes accurately the ideas of others, clearly differentiating them	Summarizes, paraphrases, and quotes accurately the ideas of others, clearly differentiating them	Summarizes and quotes accurately the ideas of others, without clearly differentiating them from the student's own	Does not accurately summarize, paraphrase, or quote the ideas of others.

own ideas.	from the student's own ideas and engaging in an intellectual conversation with those ideas.	from the student's own ideas.	ideas.	
<b>Craft Logical Arguments</b>	<b>Generates a sophisticated and highly persuasive thesis-driven argument with coherent and logical support.</b>	<b>Generates a thesis-driven and persuasive argument with coherent and logical support.</b>	<b>Generates a thesis-driven argument with support that shows some disorganization or faulty logic.</b>	<b>Does not generate a thesis or appropriate evidence.</b>
Generate a controlling idea or thesis.	Generates a sophisticated and highly persuasive thesis.	Generates a persuasive thesis.	Generates a thesis.	Does not generate a thesis.
Provide clear and logical evidence, support, or illustration for their assertions.	Provides sophisticated, highly persuasive, and logical evidence, support, or illustration for assertions.	Provides persuasive and logical evidence, support, or illustration for assertions.	Provides evidence, support, or illustration for assertions that shows some faulty logic.	Does not provide adequate or logical evidence, support, or illustration for assertions.
Choose appropriate and effective organizing methods, employing effective transitions and signposts.	Organizes the argument with varied and sophisticated strategies, transitions, and signposts.	Organizes the argument effectively with transitions and signposts.	Presents an argument which uses simple organizational and transitional strategies.	Lists evidence without using organizational or transitional strategies.

Write a focused and sustained argument of at least 1500 words that demonstrates all of the written communication outcomes.	Presents a focused, sustained, and sophisticated argument of at least 1500 words.	Presents an argument of at least 1500 words with consistent focus and development.	Presents an argument of at least 1500 words but with inconsistent focus or development.	Cannot sustain a focused argument for 1500 words.
<b>Apply Language Conventions</b>	<b>Uses sophisticated and engaging language to communicate effectively and demonstrates mastery of language conventions (diction, tone, level of formality, grammar, spelling, and mechanics).</b>	<b>Uses language to communicate effectively and demonstrates consistent control of language conventions (diction, tone, level of formality, grammar, spelling, and mechanics).</b>	<b>Uses language that does not inhibit communication but demonstrates inconsistent control of language conventions (diction, tone, level of formality, grammar, spelling, and mechanics).</b>	<b>Uses language that inhibits communication and lacks control of language conventions (diction, tone, level of formality, grammar, spelling, and mechanics).</b>
Use diction, tone, and level of formality appropriate to audience, purpose, and situation.	Demonstrates mastery of diction, tone, and level of formality appropriate to varied audiences, purposes, and situations.	Adapts diction, tone, and level of formality consistently to audience, purpose, and situation.	Adapts diction, tone, and level of formality inconsistently to audience, purpose, and situation.	Does not adapt diction, tone, and level of formality to audience, purpose, and situation.
Apply the conventions of Standard English grammar, spelling, and mechanics.	Uses sophisticated and engaging language to communicate effectively and demonstrates mastery of the conventions of Standard	Uses language to communicate effectively and demonstrates consistent control of the conventions of Standard English grammar,	Uses language that does not inhibit communication but demonstrates inconsistent control of the conventions of Standard English	Uses language that inhibits communication because it lacks control of the conventions of Standard English grammar, spelling, and mechanics.

	English grammar, spelling, and mechanics.	spelling, and mechanics.	grammar, spelling, and mechanics.	
<b>Formulate Effective Writing Strategies</b>	<b>Shows evidence of effective and flexible planning, revision, proofreading, and reflection.</b>	<b>Shows evidence of effective planning, revision, proofreading, and reflection.</b>	<b>Shows evidence of planning, revision, proofreading, and reflection.</b>	<b>Writes without evidence of planning, revision, proofreading, or reflection.</b>
Develop flexible strategies for generating, revising, editing, and proofreading their writing.	Shows evidence of effective and flexible planning, revision, and proofreading.	Shows evidence of effective planning, revision, and proofreading.	Shows evidence of planning, revision, and proofreading.	Does not show evidence of planning, revision, or proofreading.
Reflect on and explain the effectiveness of their writing choices regarding the audience, purpose, and situation.	Shows evidence of effective and strategic reflection on writing choices.	Shows evidence of thoughtful and effective reflection on writing choices.	Shows evidence of reflection on writing choices.	Does not show evidence of reflection on writing choices.