

ConnSCU GENERAL EDUCATION ASSESSMENT RUBRIC

Competency Area: Written Communication (1A)

| Scale Outcomes | Highly Competent 4 | Competent 3 | Minimally Competent 2 | Not Competent 1 |
|--|---|--|--|--|
| A. Respond to Rhetorical Situations | Consistently and effectively understands and responds to both audience and purpose. | Consistently understands and responds to both audience and purpose. | Inconsistently understands and responds to both audience and purpose. | Neither understands nor responds to audience and purpose. |
| A1. 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. |
| A2. 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 | Locates and documents credible, appropriate, and varied sources, and integrates them thoughtfully to realize the rhetorical purpose. | Locates, integrates, and documents credible and appropriate sources to realize the rhetorical purpose. | Locates credible and appropriate sources to realize the rhetorical purpose, but does not either integrate them effectively or document them consistently. | Unable to locate, integrate, and document credible and appropriate sources to realize the rhetorical purpose. |
| B1. 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. |
| B2. 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. |

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| B3. 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. |
| B4. Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students' own ideas. | | Summarizes, paraphrases, and quotes accurately the ideas of others, clearly differentiating them from the student's own ideas and engaging in an intellectual conversation with those ideas. | Summarizes, paraphrases, and quotes accurately the ideas of others, clearly differentiating them from the student's own ideas. | Summarizes and quotes accurately the ideas of others, without clearly differentiating them from the student's own ideas. | Does not accurately summarize, paraphrase, or quote the ideas of others. |
| C. Craft Logical Arguments | | Generates a sophisticated and highly persuasive thesis-driven argument with coherent and logical support. | Generates a thesis-driven and persuasive argument with coherent and logical support. | Generates a thesis-driven argument with support that shows some disorganization or faulty logic. | Does not generate a thesis or appropriate evidence. |
| C1. 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. |
| C2. 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. |
| C3. 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. |

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| D. Apply Language Conventions | Uses sophisticated and engaging language to communicate effectively and demonstrates mastery of language conventions (diction, tone, level of formality, grammar, spelling, and mechanics). | Uses language to communicate effectively and demonstrates consistent control of language conventions (diction, tone, level of formality, grammar, spelling, and mechanics). | Uses language that does not inhibit communication but demonstrates inconsistent control of language conventions (diction, tone, level of formality, grammar, spelling, and mechanics). | Uses language that inhibits communication and lacks control of language conventions (diction, tone, level of formality, grammar, spelling, and mechanics). |
| D1. 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. |
| D2. 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 English grammar, spelling and mechanics. | Uses language to communicate effectively and demonstrates consistent control of the conventions of Standard English grammar, spelling and mechanics. | Uses language that does not inhibit communication but demonstrates inconsistent control of the conventions of Standard English grammar, spelling and mechanics. | Uses language that inhibits communication because it lacks control of the conventions of Standard English grammar, spelling, and mechanics. |
| E. Formulate Effective Writing Strategies | Shows evidence of effective and flexible planning, revision, proofreading, and reflection. | Shows evidence of effective planning, revision, proofreading, and reflection. | Shows evidence of planning, revision, proofreading, and reflection. | Writes without evidence of planning, revision, proofreading, or reflection. |
| E1. 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. |
| E2. 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. |