

# Writing--General Ed Rubric 2014-15

Evaluator Name: \_\_\_\_\_

Date of Assessment: \_\_\_\_\_

Comp Category: ENG 1111 Taken/In Process or No Comp:  
\_\_\_\_\_

Course/Program Assessed: \_\_\_\_\_

	<b>1 - Meets Expectations</b>	<b>2 - Approaches Expectations</b>	<b>3 - Deficient</b>	<b>N/A</b>
<b>Student develops a clear, central idea or position</b> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Clear, specific idea within topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Main/central idea is relevant, but too broad.</li> </ul>	<ul style="list-style-type: none"> <li>• No identified position or topic.</li> </ul>	
<b>Student provides relevant supporting ideas.</b> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• All supporting ideas are relevant and useful and show clear connection between ideas and main point.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and provides relevant support, but efforts are limited and connection between main point and ideas is weak.</li> </ul>	<ul style="list-style-type: none"> <li>• No supporting ideas are provided or support is irrelevant and/or unrelated to topic. No connection between main point and ideas.</li> </ul>	
<b>Student's language and tone appropriate for audience and purpose.</b> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Word choice, sentence structure and tone are appropriate to target audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasional misuse of word choice, sentence structure, and tone.</li> </ul>	<ul style="list-style-type: none"> <li>• Major mistakes or inappropriate/random use of word choice, style and structure.</li> </ul>	
<b>Student develops focused, unified paragraph(s).</b> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Paragraph(s) flow(s) easily and naturally with topic sentence supported by all following sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraph(s) do(es) not flow well. Topic sentence too broad; supporting sentences not entirely relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraph(s) has/have no flow; result is awkward, jumbled thinking. No clear topic sentence; supporting sentences are random and irrelevant.</li> </ul>	
<b>Student provides effective introduction/opening statement.</b> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Intro/opening covers full scope of assignment, establishing central claim, idea or position. Intro/opening engages reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Intro/opening too broad; student does not clearly establish central focus or direction of assignment. No attempt to engage reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Intro/opening is missing and/or irrelevant to topic. No central focus or direction is established.</li> </ul>	
<b>Student provides effective conclusion/closing statement.</b> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Conclusion/closing is strong and thought provoking. main ideas are reinforced, but using fresh, new language.</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusion is relevant but underdeveloped. Introduces ideas not discussed in paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusion is missing and/or irrelevant to topic. Does not relate to central focus of assignment.</li> </ul>	
<b>Total:</b>				

Overall Comments: