

Rubric for General Education (2021+)

SLO #2

Outcome: Students write effectively for a targeted college-level audience using the conventions of standard American English.

Criteria	Exceeds Standard (3 points)	Meets Standard (2 points)	Approaches Standard (1 point)	Does Not Meet Standard (0 points)
Thesis statement	<p>Thesis statement offers a clear claim that generates well-reasoned, extensive discussion</p> <p>("A college education is beneficial in ways not ordinarily recognized: beyond increased income, it promises ways to approach problems throughout life.")</p>	<p>Thesis statement offers a clear claim that generates sufficient discussion. ("A college education is beneficial because. . .")</p>	<p>Thesis statement does not offer a clear, claim-that does generates sufficient discussion.</p>	<p>No identifiable thesis statement; competing thesis statements</p>
Organizational structure	<p>Paragraphs clearly refer back to the thesis. The sequence of paragraphs is in a logical order to support the thesis. Ideas are presented logically and consistently within paragraphs. Topic sentences and transitional devices maintain focus within the overall text and within paragraphs.</p>	<p>Most paragraphs remain on focus, relating back to the thesis. Paragraphs are generally presented in a logical order to support the thesis. Ideas are mostly presented logically and consistently, within paragraphs. Topic sentences and transitions are present, but are not consistently used within the overall text and within paragraphs.</p>	<p>Paragraph focus and sequencing sometimes is inconsistent. Ideas are sometimes presented logically and consistently. The writer attempts to use topic sentences and transitional devices, but sometimes does so inconsistently or ineffectively.</p>	<p>Paragraph focus and sequencing is inconsistent. Ideas are not presented logically and consistently. The writer does not effectively use topic sentences and transitional devices-</p>

Secondary Sources	Source material is carefully chosen; smoothly and accurately integrated; accurately interpreted; and made relevant as evidence and illustration to support claims. The writer clearly demonstrates principles of academic honesty.	Source material is carefully chosen; accurately integrated; accurately interpreted; and made relevant as evidence and illustration to support claims. Sources may periodically overwhelm student's own views/arguments. The writer clearly demonstrates principles of academic honesty.	Source material may be relevant to purpose and focus of essay, but not clearly presented. Interpretation of source material may be inconsistent. Integration may cause logical errors and interference with reading. Sources may overwhelm student's own views/argument. The writer demonstrates principles of academic honesty.	Source material is not included or not relevant to purpose of the text. Source materials are misinterpreted. Source materials are ineffectively presented, interfering with meaning and questioning credibility.
Counterargument Incorporation	Situates the viewpoint supported in the essay among diverse viewpoints and relates them effectively to the thesis.	Presents diverse points of view, but is not always able to analyze them clearly or relate them effectively to the thesis.	Acknowledges there are different points of view, but does not analyze them or relate them to the thesis.	Presents no counterargument.
Conventions of standard American English	Demonstrates clear, concise control of the conventions of standard edited American English with little to no errors present.	Demonstrates basic control of the conventions of standard edited American English with fairly frequent, but minor, errors that do not interfere with reading comprehension.	Shows lacks of control of the conventions of standard edited American English sometimes seriously enough to interfere with reading comprehension.	Shows lacks of control of the conventions of standard edited American English seriously enough to interfere consistently with reading comprehension.

Final revision: 11/8/2019