Kean University

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GE SLO Communication Literacies - Writing Rubric

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Abstract

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Keywords

GE SLO, Rubric, Writing

GENERAL EDUCATION STUDENT LEARNING OUTCOME: COMMUNICATION LITERACIES WRITING RUBRIC

The ability to speak and write effectively to convey and make an evidence-based argument

	Capstone 5	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	0
Genre/Audience	The writer follows all or almost all of the conventions for the genre and academic writing in general. In addition, the writer demonstrates a skillful ability to manipulate those conventions in ways that make their work stand out while still fulfilling the reader's expectations	The writer follows most, if not all, of the conventions for the genre and academic writing in general. There is evidence of effort made to manipulate those conventions in ways that make their work stand out while still fulfilling the reader's expectations.	The writer follows most of the conventions. However they do so in a formulaic way that shows little attempt to engage the audience.	The writer follows most of the conventions but does not do so consistently. They may also not follow some conventions, but the reader gets the sense the writer understands the conventions.	The writer fails to follow most or any of the genre conventions and of academic writing in general.	
Focus	Explicit, nuanced stance. The reader feels like the writer has constructed a complex, well thought-out point.	Stance is explicit and/or nuanced, but not to the degree of a 5. The reader may feel like some minor points are missing or that the stance could be more complex.	Stance is somewhat clear, but may be defined in general terms (i.e. "subject A and B are alike in some ways and different in others" or "I agree/disagree with X" without giving reasons for their stance).	Vague stance or purpose. It may only apply to part of the piece.	No clear stance or purpose	
Development	All ideas are developed with specific, relevant information that clarifies, extends and illustrates the essay's focus. However, the reader occasionally raises questions or wishes for more information.	All major and minor ideas are developed with specific, relevant information that clarifies, extends, and illustrates the essay's focus. However, the reader occasionally raises questions or wishes for more information.	Most ideas are not developed or are supported with inappropriate examples. The support is made up of almost entirely unclear information or made up of vague or commonplace generalizations. Overall, the piece seems to have been written quickly and without the writer thinking through the ideas he or she wanted to convey.	Most ideas are not developed or are supported with inappropriate examples. The support is made up of almost entirely unclear or made up or vague or commonplace generalizations. Overall, the piece seems to have been written quickly and without the writer thinking through the ideas he or she wanted to convey.	Ideas are stated without any development at all.	
Organization	The writer uses a logical order for both paragraphs and the overall pieces that imparts a feeling of wholeness and skill.	The writer uses a logical order for both paragraphs and the overall pieces that are effective but that may not be artful. Some slight breakdowns exist, but they are almost unnoticeable and seem more like isolated gaffes than patterns of error.	The structure of the essay breaks down in some places but holds together overall. At the paragraph level, some sentences are out of place. and some transitions between sentences are abrupt or inappropriate for the kind of relationship implied among the paragraphs ideas.	The structure of the essay feels rough and unclear. At the paragraph level, multiple sentences are out of place. Most of the transitions between sentences are abrupt or inappropriate for the kind of relationships implied by the paragraph's ideas. The pieces seem to have been planned quickly and not revised.	The writer uses an unclear or confusing overall organization. The paragraphs lack coherence; sentences are disorganized, with little or no effective use of transitions.	
Grammar/Mechanics	Errors do not detract from the essay's central focus and form the smooth delivery of the writer's ideas. Few or no errors exist, and those that appear are minor or reflect obscure rules.	Errors are obvious but not to the point of distracting an average reader.	Grammatical, mechanical, spelling, and documentation errors begin to interfere with understanding the text's meaning. Patterns of status-marking errors may exist (ex. sentence boundaries, verb endings).	Several distracting grammatical, mechanical, spelling, and documentation errors make understanding the text's meaning difficult. Multiple patterns of error exist	Numerous distracting grammatical, mechanical, spelling and documentation errors make understanding the text's meaning difficult or impossible.	
Revisions	Almost all of the revisions make the final draft stronger than the original. The writer used all four forms of revision as appropriate.	Most, but not all, of the revisions make the final draft stronger than the original. The writer used most of the forms of revision, but may have needed to use others. (ex. added and deleted material but should have also rearranged it).	The draft includes some revisions that make the final draft stronger, but others are needed. The writer mostly used addition and deletion, even if substitution and rearrangement were also needed. Some of the revisions may distract from the draft's quality.	The draft includes few revisions, most of which have no influence on the final draft's quality. The writer may have used only one form of revision even though others are needed.	The draft includes very few revisions; most either have no influence on the final draft's quality or make it worse. It seems like the writer just retyped the original draft.	No evidence of revision. The writer turns in only one draft and no invention/planning work.