

The City College of New York

General Education Rubrics

Writing

	Beginning (1)	Developing (2)	Proficient (3)	Accomplished (4)
Thesis and Topic Sentences	<ul style="list-style-type: none"> -Responds to the assigned topic but lacks a coherent thesis -Body paragraphs lack topic sentences, or topic sentences either fail to address or only partially address the assignment 	<ul style="list-style-type: none"> -Has a coherent thesis, but thesis is either too vague or too self-evident to be effectively developed -Body paragraphs have topic sentences, but they may be too general or too specific to be effective -Some but not all topic sentences develop thesis 	<ul style="list-style-type: none"> -Has a thesis with sufficient focus and clarity to be effectively developed -All body paragraphs have effective topic sentences that serve to develop thesis 	<ul style="list-style-type: none"> -Has a compelling thesis, and thesis may take into account competing point(s) of view -All body paragraphs have effective topic sentences that serve to develop complexity of thesis
Structure and Organization	<ul style="list-style-type: none"> -Lacks a coherent introduction -Progression of thought within paragraphs is unclear or illogical -Progression of thought from paragraph to paragraph is unclear or illogical -Lacks a coherent conclusion 	<ul style="list-style-type: none"> -Has a coherent introduction, but needs greater focus to set up the thesis -Progression of thought within paragraphs is clear and logical, but progression of thought from paragraph to paragraph is not -Has a coherent conclusion, but needs greater focus 	<ul style="list-style-type: none"> -Has a focused introduction that effectively sets up the thesis -Progression of thought both within and between paragraphs is clear and logical -Has a clear and focused conclusion 	<ul style="list-style-type: none"> -Has a compelling introduction -Has an organizing strategy that provides coherence throughout the essay -Has a compelling conclusion
Evidence and Development	<ul style="list-style-type: none"> -Has little supporting evidence or evidence is too general -Has major omissions of essential evidence -Makes limited use of specific examples -Connections between evidence and assigned topic are weak or missing -The paper reads more like a summary than an analysis 	<ul style="list-style-type: none"> -Has supporting evidence, but not enough to effectively develop thesis -Has some omissions of essential evidence -Some but not all body paragraphs provide specific examples that develop thesis -Makes connections between evidence and thesis, but connections are not consistent throughout -Some analysis, but still relies too much on summarization 	<ul style="list-style-type: none"> -Has sufficient supporting evidence to effectively develop thesis, and no omissions of essential evidence -All body paragraphs provide specific examples that develop thesis -Makes connections between evidence and thesis throughout -Summarization is subordinate to analysis 	<ul style="list-style-type: none"> -Uses evidence in specific and thorough ways to develop thesis in depth -Uses counter-evidence to demonstrate broad understanding of the topic
Mechanics and Style	<ul style="list-style-type: none"> -The writing is unfocused and unclear at the sentence level -There are major problems in grammar, punctuation, and usage, some of which undermine the communication of ideas -The paper appears to be a first draft 	<ul style="list-style-type: none"> -The writing is focused and clear at the sentence level but not at the paragraph level -There are a few major problems in grammar, punctuation, and usage, but they do not undermine the communication of ideas -Sufficient evidence of carelessness that suggests the paper was not proofread 	<ul style="list-style-type: none"> -The writing is focused and clear at both the sentence level and the paragraph level -There are only minor problems in grammar, punctuation, and usage -The paper appears to have been proofread 	<ul style="list-style-type: none"> -The writer uses a sophisticated vocabulary and a varied sentence structure -There are almost no errors in grammar, punctuation, and usage

Developed from UC Davis Writing Program rubric, located at <http://writing.ucdavis.edu/programs-and-services/the-workshop-program/faculty-handouts>

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WRITTEN COMMUNICATION VALUE RUBRIC

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

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