

## General Education Writing Competency Rubric

	<b>Level 5 ~ Exceptional</b>	<b>Level 4 ~ Superior</b>	<b>Level 3 ~ Commendable</b>	<b>Level 2 ~ Rudimentary</b>	<b>Level 1 ~ Minimal</b>
<b>Assignment</b>					
	Substantially exceeds requirements	Exceeds requirements	Meets requirements	Partially meets requirements	Does not meet requirements
<b>Content</b>					
<b>1. Audience/ Purpose</b>	Addressed in manner appropriate to purpose. Stance is that of an expert who consistently and skillfully anticipates reader's needs. Rhetorically sophisticated.	Addressed in a manner appropriate to purpose. Stance is somewhat tentative and meets readers' needs with some skill but is not as consistently successful.	Addressed in a manner that shows some awareness of purpose. Stance is that of a novice attempting to please an expert.	Addressed in a manner that demonstrates little awareness of purpose. Stance is mostly egocentric with little awareness of reader's needs.	Little or no awareness of audience or form's requirements. Egocentric. A written form of speech for one's self.
<b>2. Thesis</b>	Insightful, logically and fully supported.	Clear, somewhat original, but not fully supported.	Predictable and/or general. Unevenly supported.	Vague or implied.	Either not apparent or contradictory.
<b>3. Ideas</b>	Innovative, cogent, completely developed.	Specific, solid, less original. Less carefully developed.	Appropriate but lacking in complexity and/or specificity	Vague, obvious, underdeveloped, or too broad.	Simplistic, underdeveloped, or cryptic. Topic not thought through.
<b>4. Details</b>	Germane, original. Convincingly interpreted and related to thesis.	Relevant and appropriately interpreted.	Not thoroughly interpreted or not clearly related to thesis.	Too general, not interpreted, irrelevant to thesis, or inappropriately repetitive.	Inappropriate and/or off-topic generalizations, faulty assumptions, and errors of fact.
<b>5. Organization</b>	Carefully planned. Sections clearly relate to and support thesis.	Correct and appropriate with some weaknesses in strategy or its execution.	Present but unevenly developed and lacking transitions.	Inappropriate and/or inconsistent.	Inconsistent and/or absent.
<b>6. Documentation</b>	Correct & appropriate.	Correct and appropriate.	Appropriate. May have minor errors.	Inappropriate and/or absent.	Inappropriate or absent.
<b>Style</b>					
<b>1. Sentences</b>	Varied, complex, controlled, and employed for effect.	Some variety and complexity. Uneven control.	Little variety, simplistic, unsophisticated	Little variety.	Superficial and stereotypical language.
<b>2. Diction/ Syntax</b>	Precise, appropriate, advanced vocabulary.	Accurate, generally appropriate, less advanced.	Somewhat immature; relies on clichés?	Immature.	Oral rather than written language patterns predominate.
<b>3. Tone/ Voice</b>	Mature, consistent, suitable for topic	Usually appropriate.	May have some inconsistencies in tense and person	Inconsistencies are numerous.	
<b>Mechanics --Grammar --Spelling/Usage --Punctuation</b>	Essentially error free. Carefully edited.	Very few errors. Carefully edited.	Errors do not interfere with readability. Shows evidence of some editing.	Patterns of error interfere with readability and indicate unfamiliarity with some aspects of Standard Written English.	Mechanically incompetent. Numerous errors may interfere with reader comprehension, and indicate basic literacy problems.