General Education Written COMMUNICATION Assessment Rubric

Score of 4 (Excellent):
- **Thesis** – Well focused, or imaginative expression, central idea that may be explicitly stated or implied; exhibiting sophistication, polish
- **Support** – Substantive ideas which are extensively elaborated, showing evidence of critical thinking, insight, creativity
- **Language** – Precise, refined, purposeful
- **Coherence** – Excellent selection and use of transitions, varied sentence structure, and synonyms to signal clear relationship between ideas within paragraphs and from paragraph to paragraph
- **Errors** – Sparse to non-existent in grammar, punctuation, and spelling. When present, errors do not hamper reader’s comprehension of discussion.

Score of 3 (Average--Good):
- **Thesis** – Rudimentary to noticeably coherent assertion of purpose and direction. Thesis may be explicit or implied.
- **Support** – Specific and reasonably sufficient. One paragraph may have more substantive ideas than the other two.
- **Language** – Reasonably mature, exhibiting some refinement and varied sentence structure
- **Coherence** – Competent use of transitions displayed throughout essay
- **Errors** – Several to minimal but more often limited to one or two skills rather than a diverse sampling. Errors do not impede writer’s attempt to impart his/her ideas.

Score of 2 (Below Average):
- **Thesis** – Suggests a plan of development which may be haphazardly addressed
- **Support** – Generalized statements or listing of ideas loosely related, leading to insufficient discussion of plan suggested
- **Language** – Unimaginative and often repetitious
- **Coherence** – Marginal at best, if present at all
- **Errors** – Numerous, demonstrating deficiency in several skill areas and/or abundant errors in one area

Score of 1 (Unacceptable):
- **Thesis** – Vaguely or illogically worded ideas which may be weakly asserted
- **Support** – (if any) rambling and/or superficial, sketchy and/or illogical
- **Language** – Tangled, disjointed, confusing
- **Coherence** – Absent (incoherent)
- **Errors** – Pervasive errors in sentence structure, usage, and mechanics, subsequently interfering with writer’s attempt to communicate his purpose