### 102 Rubric based on QEP Learning Outcomes will be Used for Essay Pre-Test, Mid-term Formative Assessment, and Essay Post-Test

**GE 102 Rubric Based on QEP Learning Outcomes**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Writing Feature</th>
<th>Masterful = 5</th>
<th>Skilled = 4</th>
<th>Able = 3</th>
<th>Developing = 2</th>
<th>Novice = 1</th>
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<tbody>
<tr>
<td>Students will demonstrate their knowledge of the rhetorical skills required in academic, professional, and civic life</td>
<td>Thesis/Implied Thesis</td>
<td>• Engaging &amp; full development of a clear thesis as appropriate to assignment purpose</td>
<td>• Competent &amp; well-developed thesis</td>
<td>• Thesis is partially clear, may be too broad, or only indirectly supported</td>
<td>• Thesis is unclear or has little or no sense of purpose or control</td>
<td>• Thesis is essentially missing or not discernible</td>
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<td>Students will demonstrate their ability to comprehend material-print and electronic- and to think critically and analytically about relevant sources</td>
<td>Evaluating &amp; Integrating Information</td>
<td>• Ideas presented represent a full &amp; complete understanding of the topic; originality &amp; depth of ideas shown</td>
<td>• Ideas presented represent a sound and adequate understanding of the assigned topic</td>
<td>• Mostly intelligible ideas</td>
<td>• Ideas - Mostly simplistic and unfocused ideas</td>
<td>• Ideas are extremely simplistic, showing signs of confusion, misunderstanding of the prompt</td>
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<td>• Support - Consistently supported with evidence;</td>
<td>• Support - Ideas supported sufficiently;</td>
<td>• Support - Main points &amp; ideas are only indirectly supported</td>
<td>• Support - Ideas are insufficiently supported</td>
<td>• Support - Lack of support for main points</td>
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<td>• Logic - Support is sound, valid and specific</td>
<td>• Logic - support is mostly sound, valid, and logical</td>
<td>• Logic - support is loosely relevant to main points, but not fully sound or clear</td>
<td>• Logic - Support is non-specific, and/or irrelevant.</td>
<td>• Logic - frequent and illogical generalizations without support</td>
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<td>Students will demonstrate mastery of the writing process as recursive: Drafting, writing, revising and editing.</td>
<td>Paragraph Structure &amp; Organization</td>
<td>• Organization is sequential &amp; appropriate to assignment</td>
<td>• Competent organization, with some sophistication</td>
<td>• Organization - limited attempts at organization, somewhat effective</td>
<td>• Organization, while attempted, was unsuccessful</td>
<td>• Organization, if evident at all, is confusing and disjointed</td>
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<td>• Paragraphs are well developed &amp; appropriately divided</td>
<td>• Competent paragraph structure</td>
<td>• Paragraphs are mostly stand-alones</td>
<td>• Paragraphs were simple, disconnected &amp; formulaic</td>
<td>• Paragraph structure is weak or missing</td>
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<td>• Ideas linked with smooth &amp; effective transitions</td>
<td>• Lacking in effective transitions</td>
<td>• Weak or non-evident transitions</td>
<td>• Transitions are missing, inappropriate and/or illogical</td>
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<td>Skill Area</td>
<td>Description</td>
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| **Audience, Texture & Presence**               | - Clear discernment of distinctive *audience*  
- texture & presence appropriate to the assignment  
- Effective and accurate awareness of general *audience*  
- texture & presence satisfactory  
- Little or inconsistent sense of *audience* related to assignment purpose  
- texture & presence not refined or consistent  
- Shows almost no awareness of a particular *audience*  
- texture & presence somewhat inappropriate or very inconsistent  
- Shows almost no awareness of a particular *audience*  
- texture & presence reveals no grasp of appropriate texture & presence for given assignment |
| **Sentence Structure (Grammar)**              | - **Structure** - Each sentence structured effectively, powerfully; no errors of sentence structure  
- **Style** - Rich, well-chosen variety of sentence styles & length  
- **Errors** - Virtually free of punctuation, spelling, capitalization errors  
- **Structure** - Effective sentence structure: Errors (if any) appear due to lack of careful proofreading; syntax errors (if any) reflect uses as colloquialisms  
- **Style** - Varied sentence styles  
- **Errors** - Contains only occasional punctuation, spelling, and/or capitalization errors.  
- **Structure** - Showing some errors in sentence construction; some non-standard syntax usage, but does not interfere with understanding & clarity of content  
- **Style** - Formulaic or tedious sentence patterns  
- **Errors** - Contains several (mostly common) punctuation, spelling, and/or capitalization errors.  
- **Structure** - Sentences show multiple errors of structure which interfere with understanding & clarity of content  
- **Style** - Little or no variety in sentence pattern  
- **Errors** - Contains many errors of punctuation, spelling, and/or capitalization. Errors interfere with meaning in places.  
- **Structure** - Frequent errors of sentence structure.  
- **Style** - Simple sentences used excessively, almost exclusively; no grasp of sentence flow  
- **Errors** - Contains many and serious errors of punctuation, spelling, and/or capitalization; errors severely interfere with meaning. |
| **Vocabulary & Word Usage**                    | - Exceptional vocabulary range, accuracy, & correct & effective word usage  
- Good vocabulary range & accuracy of usage  
- Ordinary vocabulary range, mostly accurate; some vernacular terms  
- Errors of diction, & usage, while evident, does not interfere with readability  
- Extremely limited vocabulary; choices lack grasp of diction; usage is inaccurate |
| **Formatting / Documentation**                 | - **Format** - appropriate format & documentation for assignment  
- **Format** - Few formatting or documentation errors. Most errors likely careless.  
- **Format** - Several errors in formatting / documentation or formatting / documentation is inconsistent  
- **Format** - Formatting and/or documentation incorrect in most places.  
- **Format** - No formatting or documentation as appropriate to assignment |