Cal State LA Written Communication and Critical Thinking Assessment Rubric

*Fall 2018, Based on the Cal State LA Writing Across the Curriculum Rubric and the AAC&U Critical Thinking VALUE Rubric*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Capstone Proficiency (4)** | **Proficient (3)** | **Approaching Proficiency (2)** | **Not Proficient (1)** |
| **Analysis (Content)** | Presents and fully supports a controlling thesis or topic in a clear, critical, and persuasive manner. Employs evidence beyond common or routine responses. Well-developed paragraphs foster a thorough examination of the topic.**Central message was successfully supported.** | Presents and supports a thesis or topic though the writing might occasionally lose focus. Makes use of evidence or examples. Well- developed paragraphs lead to a satisfactory examination of the topic.**Central message is generally clear and supported.** | Generally presents a thesis or topic. Makes minimal or implicit use of evidence or examples. Minimally developed paragraphs lead to a limited examination of the topic**Central message is somewhat unclear/poorly supported.** | Does not present a thesis or topic or presents then abandons a thesis or topic. Evidence and/or examples are not present in the document. Undeveloped paragraphs disrupt an examination of the topic.**Very unclear central message**. |
| **Use of Information** | Clearly, thoroughly and effectively develops and synthesizes information using well-chosen examples and evidence drawn from one or more supporting documents and**/or** the writer's own knowledge or insights. | Effectively develops and synthesizes information using suitable examples and evidence drawn from one or more supporting documents and**/or** the writer's own knowledge or insights.**Evidence supports the arguments made.** | Occasionally develops ideas and issues using some examples drawn from one or more supporting documents and/**/or** the writerʼs own knowledge or insights, though the relation between support and claim might often be implicit. **Evidence used does not support the argument well.** | Does not develop or synthesize information using examples and evidence drawn from one or more supporting documents and**/or** the writer's own knowledge or insights. |
| **Organization** | Employs and sustains an appropriate organizational strategy that is logical and easy to follow. Consistently effective transitions within and between paragraphs enhance and unify the argument. | Employs and sustains an organizational strategy that is logical, though it might lapse or become unclear. Transitions are occasionally missing or are ineffective. | Generally employs an organizational strategy that contains lapses or is inappropriate for the topic. Transitions often are missing or awkwardly move readers from topic to topic.**Sometimes a bit confusing.** | Does not employ an organizational strategy or employs inconsistent organization that randomly moves from topic to topic. Missing or confusing transitions provide no reading cues. |
| **Tone / Style** | Effectively employs precise, vivid vocabulary, diction and tone that enhance the writing in accord with the situation. Effectively employs varied sentence structures. | Employs appropriate vocabulary, diction and tone appropriate to the writing situation. Uses well-constructed sentences that could benefit from more variation in structure and length. | Uses informal vocabulary, diction and tone reminiscent of spoken English rather than academic or professional discourse. Uses noticeably repetitious sentence structures **or** **syntax may be awkward.** | The writing is difficult to comprehend, as the reader is slowed or stymied by poor word choice and diction and syntax inaccuracies. Phrasing and syntax inappropriate to the writing situation.. Employs noticeably repetitious and simple sentence structures.**Sentences have broken syntax.** |
| **Student Position** | Specific position (perspective, thesis, hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis). | Specific position (perspective, thesis, hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis). | Specific position (perspective, thesis, hypothesis) acknowledges different sides of an issue. | Specific position (perspective, thesis, hypothesis) is stated, but is simplistic and obvious. |
| **Conventions** | Uses correct grammar, spelling, punctuation, and formatting, showing careful and effective revision and proofreading. Any remaining lapses in conventions do not undermine the writing. | Contains some grammar, spelling, punctuation, and formatting errors, but otherwise shows some attention to revision and proofreading. Either the frequency or the seriousness of any remaining lapses in conventions might occasionally interfere with the writerʼs purpose. | Might contain persistent lapses in the conventions of grammar, spelling, punctuation, and formatting, showing minimal revision and proofreading. Existing mistakes interfere with the writerʼs purpose. | Contains numerous lapses in the conventions of grammar, spelling, punctuation, and formatting that interfere with meaning, showing little or no attention to or understanding of revision, proofreading, or editing. |