

Youngstown State University General Education Writing & Critical Thinking Rubric

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If a criterion is not meant to be a part of the assignment as indicated by the included prompt, then that trait will be marked N/A (not applicable).

Writing	4 Capstone	3 Milestones	2 Milestones	1 Benchmark
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).	Demonstrates awareness of context, audience, purpose, and the assigned task(s).	Demonstrates minimal attention to context, audience, purpose, and the assigned task(s).
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.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.</i>	Demonstrates detailed attention to and successful execution of a range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of conventions central to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and writing task.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and writing task.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and writing task.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses 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 with 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.

Critical Thinking	4 Capstone	3 Milestones	2 Milestones	1 Benchmark
Student's position (perspective, thesis/hypothesis)	States specific position and evaluates the complexities of an issue. Acknowledges the potential limits of stated position in response to other points of view or interpretations.	States specific position and examines the complexities of an issue while acknowledging other points of view or interpretations.	States specific position and acknowledges different sides of an issue or different interpretations of information.	States specific position but perspective or thesis/hypothesis is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Logically forms conclusions with full consideration of a wide variety of information and states implications based on the information presented.	Logically forms conclusions while considering information presented in support of or opposition to conclusions.	Logically forms conclusions from the supportive information presented, although ignores contradictions in that information.	Inconsistently ties conclusions to some of the information presented.
Explanation of issues	Clearly states and describes comprehensively the primary issue/problem to be considered critically delivering all relevant information necessary for full understanding.	States, describes, and clarifies the primary issue/problem to be considered critically so that understanding is not seriously impeded by omissions.	States the primary issue/problem to be considered critically but leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown so that understanding is impeded.	States the primary issue/problem to be considered critically without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Takes information, expert viewpoints, and results from experts' works from appropriate source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.	Takes information, expert viewpoints, and results from experts' works from appropriate source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Takes information, expert viewpoints, and results from experts' works from appropriate source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Takes information, expert viewpoints, and results from experts' works from appropriate source(s) but without interpretation/evaluation.
Influence of context and assumptions	Identifies and carefully evaluates relevant contexts when presenting a position and thoroughly (systematically and methodically) analyzes own and others' assumptions where appropriate.	Identifies and begins to evaluate several relevant contexts when presenting a position and identifies own and others' assumptions where appropriate.	Identifies some relevant contexts when presenting a position and identifies some own and others' assumptions where appropriate.	Begins to identify some contexts when presenting a position and shows an emerging awareness of assumptions where appropriate.