

Youngstown State University General Education Writing & Critical Thinking Rubric

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 Copyright 2010 by the Association of American Colleges and Universities. *Evaluators are encouraged to assign a zero to any work sample that does not meet level one performance.*
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	3	2	1
Context of and Purpose for Writing	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.
Writing Conventions	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	3	2	1
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	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.