**Mountwest General Education Rubric**

REVISED VERSION (DRAFT)

Outcome 1-A: Written Communication

The student will compose coherent, unified written documents that demonstrate correct mechanics and style, as well as appropriate documentation of sources.

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|  | **Unacceptable** | **Needs Improvement** | **Meets Expectations** | **Exceeds Expectations** |
| Thesis/Main Idea | The writer does not provide a thesis statement/main idea | The writer makes a vague statement, broadly asserting the paper’s general topic or subject. | The writer's thesis statement/main idea asserts a position but lacks wording that is sufficiently specific. | The writer developed a clear thesis statement/main idea that can be supported with specific evidence. |
| TopicSentences | The writer does not use topic sentences at the beginning of any body paragraph. | The writer uses only a minimal number of topic sentences in the paper OR has written topic sentences that are unclear/confusing. | Nearly every body paragraph begins with a clear and effective topic sentence. | Every body paragraph in the paper begins with a clear and effective topic sentence. |
| Logical Supporting Evidence | The writer’s paper is weak because of lack of evidence and may contain irrelevant information. | The writer could have substantially strengthened the paper with more or better evidence. | The writer made good use of examples, illustrations, etc. In a few places the paper's main point could have been strengthened with additional evidence. | The writer made excellent use of examples, illustrations, etc., helping prove the paper's main point. |
| Appropriate Transitions and Flow | The writer’s paper is choppy and disjointed. The order of information does not seem to make logical sense. | The writer uses a very minimal amount of transitional words or phrases. | The writer uses a number of transitions, but they do not appear in every paragraph. | The paper flows logically from beginning to end and contains appropriate transitions, headers, and/or signal phrases to indicate connections between ideas |
| Sentence Structure | The writer’s paper contains an excessive number of fragments, run-ons, or comma splices. | The writer's paper contains a significant, but not excessive, number of fragments, run-ons, or comma splices. | The writer's paper contains 1-2 fragments, run-ons, or comma splices. | The writer's paper contains complete sentences with no fragments, run-ons, or comma splices. |
| Subject-Verb Agreement | The writer’s paper contains an excessive number of errors in subject-verb agreement. | The writer's paper contains a significant, but not excessive, number of errors in subject-verb agreement. | The writer's paper contains 1-2 errors in subject-verb agreement. | The writer uses consistent subject-verb agreement. |
| Punctuation | The writer's paper contains an excessive number of punctuation errors. | The writer's paper contains a significant, but not excessive, number of punctuation errors. | The writer's paper contains 1-2 punctuation errors. | The writer's paper is free of punctuation errors. |
| Spelling | The writer's paper contains an excessive number of spelling errors. | The writer's paper contains a significant, but not excessive, number of spelling errors. | The writer's paper contains 1-2 spelling errors. | The writer's paper is free of spelling errors. |
| Clarity | The writer's paper contains an excessive number of wordy or awkward sentences. | The writer's paper contains a significant, but not excessive, of wordy or awkward sentences. | The writer's paper contains 1-2 wordy or awkward sentences. | The writer's paper is free of any wordy or awkward phrasing and demonstrates a clear, concise style. |