GENERAL EDUCATION
WRITTEN COMMUNICATION REINFORCEMENT RUBRIC

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
1A Thesis The main argument, claim, conclusion, controlling idea, or statement of purpose	Thesis is well-written and demonstrates an in-depth understanding of the prompt.	Thesis is coherent and demonstrates a clear understanding of the prompt.	Thesis is somewhat unclear, shows generic or surface-level understanding, and/or misunderstands the prompt.	Thesis is confusing, illogical, missing, and/or off topic or task.
1B Development How ideas are supported and logically developed	Ideas are insightful and fully explored with specific and relevant evidence and sound reasoning.	Ideas are explored with sufficient and relevant evidence and sound reasoning.	Ideas are explored with limited, overly generalized, and/or generic evidence and weak reasoning.	Ideas are redundant and/or have little to no evidence and logical reasoning.
1C Organization The logical order and connection of ideas	Ideas are organized logically and connect to form a coherent progression that smoothly moves the reader through the text.	Most ideas are organized logically and connect to form a coherent progression that moves the reader through the text.	Ideas may be logically organized, but they do not always connect, creating a disjointed progression that slows down the reader.	Organization lacks a sense of direction, making it difficult to follow the progression.
1D Language Grammar, punctuation, mechanics, sentence structure, and vocabulary	Writing flows smoothly and is appropriate and virtually free of errors, demonstrating a superior control of sentence structure and vocabulary.	Writing has some errors, but overall is appropriate, easy to read, and demonstrates good control of sentence structure and vocabulary.	Sentence structure is simplistic, redundant, and/or marked by many errors that interfere with reading, and writing may be inappropriate at times.	Writing has significant and frequent sentence structure and/or vocabulary errors that seriously interfere with reading, and/or writing is inappropriate.

Revised 06/03/2019

1A Students will create proficient thesis statements.
1B Students will develop ideas using effective examples and/or evidence.
1C Students will organize ideas coherently.
1D Students will use appropriate language.