

EVALUATION RUBRIC FOR UTC GENERAL EDUCATION ASSESSMENT

Category: Rhetoric and composition					
Core Competency	5-4 Exemplary	3-2 Satisfactory	1-0 Unacceptable	Weight	Score
Recognize that writing always takes place within specific rhetorical situations. (1,2,3)	Reflects especially thoughtful attention to the given rhetorical situation, taking into consideration such elements as the specific audience, temporal setting, and form of “publication.”	Demonstrates awareness of certain aspects of rhetorical situation, but underestimates or neglects other key dimensions of the rhetorical situation.	Shows little to no consideration of the broader rhetorical situation, whether in the choice of topic, the approach to the argument or message, or in the framing of the discussion.	15	
Compose appropriate texts for a variety of purposes and audiences. (1,2,3,7)	Has an identifiable, focused, and controlled purpose. Demonstrates skill in selecting and employing a rhetorical strategy as well as adjusting the tone and diction to text’s purpose and audience.	Has a sufficiently narrow purpose that is relevant to the specific writing task. Shows an ability to select appropriate rhetorical strategies and adjust tone and diction to meet the text’s purpose and audience, but the execution is not consistently successful.	Fails to convey a specific or appropriately limited purpose. Demonstrates little awareness of the audience or the form’s requirements, as evidenced by the rhetorical appeals, diction or tone.	25	
Organization, reasoning and support.(1,2,3,7)	Organization enhances the purpose. Development of ideas is substantial, relies on a variety of evidence and concrete/metaphorical examples, and is aided by the use of effective transitions. Details provided are germane and convincingly interpreted.	Organization supports the purpose. Sequence of ideas good, but some problems with organization and flow of information evident. Offers support and appropriate details/examples, but some are too general and insufficiently interpreted.	Has an organization or plan inappropriate to its purpose. Offers simplistic, underdeveloped, or cryptic support for ideas. Contains inappropriate or off-topic generalizations, faulty assumptions, and/or errors of fact.	25	
Research and use of sources. (1,2, 3,7)	Uses appropriate sources to support, extend, and inform, but not substitute for the writer’s argumentative stance. Synthesizes material from a variety of well-chosen sources. Doesn’t overuse quotes.	Uses relevant sources to support, extend and inform the argumentative stance, but the variety of sources may be limited and there are problems integrating source material. Quotations and paraphrases may also be overly long.	Has an insufficient range of sources and/or neglects important sources. Overuses quotations and paraphrases, often as a substitute for the writer’s own ideas. Uses sources either without acknowledgment or without indicating their specific purpose.	25	
Use appropriate conventions of presentation for audience, employing standard documentation styles and Standard American English. (1,2, 3,7)	Sentence variety and structure reinforce the purpose; tone is consistent and suitable; diction is precise and appropriate. Contains, at most, only minor errors in mechanics and usage and these do not interfere with meaning. Confidently employs relevant documentation styles.	Sentence structure and tone are generally appropriate for audience and purpose. Diction is suitable, but with some poor choices. Exhibits weaknesses in mechanics and usage, but these do not seriously detract from the meaning. Generally implements relevant documentation standards.	Writing is marred by severe mechanical and usage errors. Basic formatting rules and stylistic conventions largely ignored. Sentence structure, tone, and diction are casual and/or haphazard.	10	
Total:					