

# Critical Thinking & Writing 1 and 2 Evaluation Rubric

Work Sample #: \_\_\_\_\_

**Points to keep in mind when using this rubric:**

- 1) **This is a HOLISTIC rubric.** The paper does not have to meet all criteria to receive a particular score. Determine the overall evaluative score (1-4) for each objective based on the level that best characterizes the performance demonstrated in the paper. **SCORES MUST BE WHOLE NUMBERS**— no decimal points. Write the score in the box provided.
- 2) **Every paper will have two (2) scores – one for each of the objectives being evaluated.**
- 3) Work samples were collected from different courses with differing assignments (varied formats, requirements, lengths, etc). Because of the variation, work samples should not be compared to one another – each should be independently evaluated using this rubric. The scores for any given paper should not be influenced by other papers already reviewed.
- 4) When applying this rubric to students’ work samples, it is important to realize that some of the descriptors may not apply because they were not elicited by the course assignment.
- 5) Remember you are NOT *grading* the papers like one would for a class. You are evaluating the paper based solely on the criteria that appear on this rubric.
- 6) Please feel free to write notes or marks on the rubric or work sample. Should it be necessary to discuss a score with a colleague, these notes will aid in your recollection for why you selected a particular overall evaluative score.

***Objective 1.1: Read and write with a critical point of view that displays depth of thought and is mindful of the rhetorical situation.***

Exceeding (4)		Meeting (3)	Approaching (2)	Not Meeting (1)
Purpose and Focus	The writer has made insightful and mature decisions about focus, organization, style / tone, and content to communicate clearly and effectively. The purpose and focus of the writing are clear to the reader and the organization and content are well chosen, sophisticated, and/or persuasive.	The writer has made good decisions about focus, organization, style/tone, and content to communicate clearly and effectively. The purpose and focus of the writing are clear to the reader and the organization and content achieve the purpose as well.	The writer’s decisions about focus, organization, style/tone, and/or content sometimes interfere with clear, effective communication. The purpose of the writing is not fully achieved.	The writer’s decisions about focus, organization, style/tone, and/or content interfere with communication. The purpose of the writing is not achieved.
Depth of Thought	The information presented reveals the writer’s assimilation and understanding of the material. The writer is convincingly aware of implications beyond the immediate subject.	The information presented reveals the writer appreciates and understands the material. The writer seems aware of implications beyond the immediate subject.	The information presented reveals that the writer has only partially assimilated or understood the material. The writer shows some awareness of implications beyond the immediate subject.	The information presented reveals the writer’s lack of assimilation and understanding of the material. The writer’s assertions lack awareness of implications beyond the immediate subject.

**WRITE OVERALL SCORE FOR OBJECTIVE 1.1 IN THIS BOX:**

Notes:

## Critical Thinking & Writing 1 and 2 Evaluation Rubric

Work Sample #: \_\_\_\_\_

*Objective 1.2: Write essays that contain well-supported, arguable theses and that demonstrate personal engagement and clear purpose.*

	<b>Exceeding (4)</b>	<b>Meeting (3)</b>	<b>Approaching (2)</b>	<b>Not Meeting (1)</b>
<b>Thesis</b>	Has a highly developed, defensible assertion that provides focus and direction to the essay. Uses sources to support, extend, and inform, but not substitute for the writer's own development of ideas.	Has a clear recognizable assertion that provides focus and direction to the essay. Uses sources to support and inform writer's own development of ideas.	Uses relevant sources but lacks variety of sources and/or the skillful combination of sources necessary to support central assertion.	Lacks a clear, recognizable assertion and/or lacks adequate sources.
<b>Reasoning</b>	Substantial, logical, and concrete development of ideas. Assumptions are made explicit. Details are germane, and convincingly interpreted. Develops fresh insight that challenges the reader's thinking.	Offers solid but less original reasoning. Assumptions are not always recognized or made explicit. Contains some appropriate details or examples.	Offers somewhat obvious support that may be too broad. Details are too general, not interpreted, not clearly relevant to thesis, or inappropriately repetitive.	Offers simplistic, underdeveloped, or cryptic support for the ideas. Inappropriate or off-topic generalizations, faulty assumptions or reasoning, errors of fact undermine the essay.
<b>Organization</b>	Sequencing of ideas within paragraphs and transitions between paragraphs flow smoothly and coherently throughout the paper. The writer shows clear effort to assist the reader in following the logic of the ideas expressed.	Sequencing of ideas within paragraphs and transitions between paragraphs make the writer's points coherent and easy to follow.	Sentence structure and/or word choice sometimes interfere with clarity and coherence. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.	Ineffective sentence structure, word choice, transitions and/or sequencing of ideas make reading and understanding difficult.
<b>Voice</b>	The writer's tone or general control of language consistently reflects a confident or authoritative central "voice" or "personality."	The writer's tone or control of language generally reflects a confident or authoritative central "voice" or "personality."	A central "voice" or "personality" is evident, though inconsistent in minor ways.	The writer's tone or general control of language is so lacking in consistency that little central "voice" or "personality" is evident.

**WRITE OVERALL SCORE FOR OBJECTIVE 1.2 IN THIS BOX:**

Notes:

# Critical Thinking & Writing 1 and 2 Evaluation Rubric

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**Points to keep in mind when using this rubric:**

- 1) **This is a HOLISTIC rubric.** The paper does not have to meet all criteria to receive a particular score. Determine the overall evaluative score (1-4) for each objective based on the level that best characterizes the performance demonstrated in the paper. **SCORES MUST BE WHOLE NUMBERS**— no decimal points. Write the score in the box provided.
- 2) **Every paper will have two (2) scores – one for each of the objectives being evaluated.**
- 3) Work samples were collected from different courses with differing assignments (varied formats, requirements, lengths, etc). Because of the variation, work samples should not be compared to one another – each should be independently evaluated using this rubric. The scores for any given paper should not be influenced by other papers already reviewed.
- 4) When applying this rubric to students’ work samples, it is important to realize that some of the descriptors may not apply because they were not elicited by the course assignment.
- 5) Remember you are NOT *grading* the papers like one would for a class. You are evaluating the paper based solely on the criteria that appear on this rubric.
- 6) Please feel free to write notes or marks on the rubric or work sample. Should it be necessary to discuss a score with a colleague, these notes will aid in your recollection for why you selected a particular overall evaluative score.

***Objective 2.1: Read and write with a critical point of view that demonstrates greater depth of thought and a more thorough understanding of the rhetorical situation than in CTW 1. (Critical Thinking, Complexity, communication)***

Exceeding (4)		Meeting (3)	Approaching (2)	Not Meeting (1)
Purpose and Focus	The writer has made insightful and mature decisions about focus, organization, style / tone, and content to communicate clearly and effectively. The purpose and focus of the writing are clear to the reader and the organization and content are well chosen, sophisticated, and/or persuasive.	The writer has made good decisions about focus, organization, style/tone, and content to communicate clearly and effectively. The purpose and focus of the writing are clear to the reader and the organization and content achieve the purpose as well.	The writer’s decisions about focus, organization, style/tone, and/or content sometimes interfere with clear, effective communication. The purpose of the writing is not fully achieved.	The writer’s decisions about focus, organization, style/tone, and/or content interfere with communication. The purpose of the writing is not achieved.
Depth of Thought	The information presented reveals the writer’s assimilation and understanding of the material. The writer is convincingly aware of implications beyond the immediate subject.	The information presented reveals the writer appreciates and understands the material. The writer seems aware of implications beyond the immediate subject.	The information presented reveals that the writer has only partially assimilated or understood the material. The writer shows some awareness of implications beyond the immediate subject.	The information presented reveals the writer’s lack of assimilation and understanding of the material. The writer’s assertions lack awareness of implications beyond the immediate subject.

**WRITE OVERALL SCORE FOR OBJECTIVE 1.1 IN THIS BOX:**

Notes:

**Critical Thinking & Writing 1 and 2 Evaluation Rubric**

**Work Sample #: \_\_\_\_\_**

***Objective 2.2: Write research-based essays that contain well-supported arguable theses and that demonstrate personal engagement and clear purpose (Critical Thinking, Complexity, Communication; Meta-Goal: Intentional Learning)***

	<b>Exceeding (4)</b>	<b>Meeting (3)</b>	<b>Approaching (2)</b>	<b>Not Meeting (1)</b>
<b>Thesis</b>	Has a highly developed, defensible assertion that provides focus and direction to the essay. Uses sources to support, extend, and inform, but not substitute for the writer’s own development of ideas.	Has a clear recognizable assertion that provides focus and direction to the essay. Uses sources to support and inform writer’s own development of ideas.	Uses relevant sources but lacks variety of sources and/or the skillful combination of sources necessary to support central assertion.	Lacks a clear, recognizable assertion and/or lacks adequate sources.
<b>Reasoning</b>	Substantial, logical, and concrete development of ideas. Assumptions are made explicit. Details are germane, and convincingly interpreted. Develops fresh insight that challenges the reader’s thinking.	Offers solid but less original reasoning. Assumptions are not always recognized or made explicit. Contains some appropriate details or examples.	Offers somewhat obvious support that may be too broad. Details are too general, not interpreted, not clearly relevant to thesis, or inappropriately repetitive.	Offers simplistic, underdeveloped, or cryptic support for the ideas. Inappropriate or off-topic generalizations, faulty assumptions or reasoning, errors of fact undermine the essay.
<b>Organization</b>	Sequencing of ideas within paragraphs and transitions between paragraphs flow smoothly and coherently throughout the paper. The writer shows clear effort to assist the reader in following the logic of the ideas expressed.	Sequencing of ideas within paragraphs and transitions between paragraphs make the writer’s points coherent and easy to follow.	Sentence structure and/or word choice sometimes interfere with clarity and coherence. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.	Ineffective sentence structure, word choice, transitions and/or sequencing of ideas make reading and understanding difficult.
<b>Voice</b>	The writer’s tone or general control of language consistently reflects a confident or authoritative central “voice” or “personality.”	The writer’s tone or control of language generally reflects a confident or authoritative central “voice” or “personality.”	A central “voice” or “personality” is evident, though inconsistent in minor ways.	The writer’s tone or general control of language is so lacking in consistency that little central “voice” or “personality” is evident.

**WRITE OVERALL SCORE FOR OBJECTIVE 1.2 IN THIS BOX:**

Notes: