

WRITTEN COMMUNICATION/CRITICAL THINKING RUBRIC
University of San Francisco

Criteria	Exemplary 4	Competent 3	Developing 2	Unsatisfactory 1
Context and Purpose for Writing (responds to context/situation; disciplinary or assignment expectations)	Content is organized around clear and significant central ideas. Rhetorical choices reflect sophisticated understanding of purpose, context, or disciplinary expectations.	Content relates to clearly stated central idea. Rhetorical choices relate to demands of purpose, context, or disciplinary expectations.	Writing minimally responds to demands of context; somewhat reflects awareness of purpose, context, or disciplinary expectations.	Writing is indifferent to purpose, context, or disciplinary expectations.
Organization, Development, and Coherence of Message (supports ideas with evidence and reasoning; uses analysis in evaluation)	Organizational pattern enhances the message. Develops complex ideas through use of reasoning and analysis, as well as, where requested, relevant and credible evidence.	Information presented in a mostly coherent order for the assigned task. Reasoning, analysis, and, where requested, credible evidence contribute to purpose of assigned task.	Information presented in a somewhat coherent order for the assigned task. Where requested, uses evidence to develop some ideas. Evidence may not be appropriate or credible.	Information is not clear and coherent. Ideas are not developed. Evidence, if requested, is lacking, is inappropriate, or inaccurate.
Style and Presentation (communicates meaning appropriate for disciplinary or assignment expectations)	Uses language and syntax that is clear, concise, and economical to communicate meaning appropriate for the assigned task.	Uses language and syntax that is mostly clear, concise, and economical to communicate meaning appropriate for the assigned task.	Uses language and syntax that is inconsistently clear, concise, and economical to communicate meaning appropriate for the assigned task.	Language and syntax frequently impedes meaning and/or is inappropriate to the assigned task.
Assumptions (demonstrates awareness of position in the world)	Demonstrates clear and focused awareness of own assumptions in relation to others' assumptions.	Demonstrates some awareness of own assumptions in relation to others' assumptions.	Demonstrates minimal awareness of own and others' assumptions.	Does not demonstrate awareness of own or others' assumptions.
Student's Position (considers complexities and limits)	Specific position (perspective, thesis/hypothesis) is thoughtful, taking into account the complexities of an issue. Limits of position are acknowledged.	Specific position (perspective, thesis/hypothesis) takes into account some of the complexities of an issue.	Specific position (perspective, thesis/hypothesis) is inferred or does not clearly take into account the complexities of an issue.	No specific position (perspective, thesis/hypothesis) is stated.