

COLLEGE of CHARLESTON

General Education Assessment Writing Requirement: Student Learning Outcomes

Outcome 1: Students analyze a source’s rhetorical situation*.

Outcome 2: Students substantiate claims with evidence*.

Evidence: Research Analytical Essay (no oral presentations or power points)

Standard: At least 70% of students score 3 or 4 on each dimension of the rubric.

Rubric for Writing

Dimension/ Criterion	<i>Below Expectations (1)</i>	<i>Needs Improvement (2)</i>	<i>Meets Expectations (3)</i>	<i>Exceeds Expectations(4)</i>
Rhetorical situation	The essay identifies one or fewer parts of the source’s rhetorical situation (i.e., exigence, audience, constraints).	The essay correctly identifies two parts of the source’s rhetorical situation (i.e., exigence, audience, constraints).	The essay correctly identifies all three parts of the source’s rhetorical situation (i.e., exigence, audience, constraints).	The essay correctly identifies all three aspects of the source’s rhetorical situation and provides multiple examples of one or more parts.
Evidence	The essay rarely or never substantiates claims about the source’s rhetorical situation with evidence.	The essay substantiates claims about the source’s rhetorical situation with evidence that isn’t supported with reasoning.	The essay substantiates at least one claim about the source’s rhetorical situation with evidence and reasoning.	The essay consistently substantiates claims about the source’s rhetorical situation with evidence and reasoning.

*Updated on December, 2017