

WRITING/SPEAKING – Thesis & Argument

LEARNING OUTCOME

Students should be able to articulate a coherent thesis and supporting argument.

ASSESSMENT INFORMATION

Date of Assessment:

Department/Course:

Description of Task:

ASSESSMENT FINDINGS

| LEVEL | TALLY or # | THESIS | TALLY or # | ARGUMENT | TALLY or # | EVIDENCE |
|-------------------------|------------|--|------------|---|------------|--|
| 4 Advanced | | Clearly articulates an original thesis while establishing its relevance or implications. | | Articulates a clear, rational, cogent argument that addresses possible counter-arguments. | | Analyzes pertinent examples or data to build a strong case for the thesis. |
| 3 Proficient | | Clearly articulates a coherent thesis. | | Presents a clear, rational argument in favor of the thesis. | | Describes examples or data to support each point. |
| 2 Basic | | States a thesis that is underdeveloped, obvious, or trivial. | | Offers reasons for thesis with little development and few logical connections. | | Identifies examples or data without detail; relevance may not be clear. |
| 1 Initial | | Establishes topic without a clear position or point to be argued. | | Argues with little coherence or support and may overgeneralize. | | Lacks evidence for claims or uses evidence inconsistently. |

Common Strengths:

Common Areas for Improvement: