

WRITING – LOWER DIVISION ENGL 200 LEVEL – RUBRIC FOR GENERAL EDUCATION ASSESSMENT

	Exceeds Standard (4)	Meets Standard (3)	Approaches Standard (2)	Needs Attention (1)
Develop rhetorical knowledge by: analyzing and drafting a variety of compositions or genres shaped by readers’ and writers’ practices; transitioning between situations and contexts by adjusting structure, content, diction, and tone; matching the capacities of different technologies to a range of audiences and rhetorical situations; understanding that rhetorical situations differ across communities and disciplines.	Paper(s) demonstrate advanced rhetorical knowledge and use of genre conventions and/or technologies in a variety of rhetorical situations, communities, and/or disciplines.	Paper(s) demonstrate adequate rhetorical knowledge and use of genre conventions and/or technologies within a range of rhetorical situations, communities, and/or disciplines.	Paper(s) demonstrate inadequate rhetorical knowledge and use of genre conventions and/or technologies within a range of rhetorical situations, communities, and/or disciplines.	Paper(s) fails to demonstrate rhetorical knowledge and use of genre conventions and/or technologies within a range of rhetorical situations, communities, and/or disciplines.
Develop critical thinking, reading, and information literacy skills by: using writing as a tool for critical thinking and reflection; reading and writing several genres that utilize analysis, reflection, narrative, critique, and argument skills; locating primary and secondary research materials among library resources and evaluating them for credibility, sufficiency, accuracy, timeliness, and bias; using strategies to compose texts that integrate the writer’s ideas with those from appropriate sources; understanding that thinking, reading, and literacy skills differ across communities and disciplines.	Paper(s) demonstrate advanced critical thinking, reading, writing, and information literacy skills when integrating ideas from primary and secondary research materials and library resources.	Paper(s) demonstrate adequate critical thinking, reading, writing, and information literacy skills when integrating ideas from primary and secondary research materials and library resources.	Paper(s) demonstrate inadequate critical thinking, reading, writing, and information literacy skills when integrating ideas from primary and secondary research materials and library resources.	Paper(s) fails to demonstrate critical thinking, reading, writing, and information literacy skills when integrating ideas from primary and secondary research materials and library resources.
Develop multiple strategies, or composing processes, to draft texts by: working through multiple drafts of a writing project and reflecting on composing practices; exploring strategies for the writing process and adapting them for a variety of technologies and modalities; learning to give and to act on productive feedback to works in progress; understanding that composing strategies and processes differ across communities and disciplines.	Paper(s) demonstrate advanced development of composing practices within a range of rhetorical situations, communities, and/or disciplines.	Paper(s) demonstrate adequate development of composing practices and writing strategies within a range of rhetorical situations, communities, and/or disciplines.	Paper(s) demonstrate inadequate development of composing practices and writing strategies within a range of rhetorical situations, communities, and/or disciplines.	Paper(s) fails to demonstrate development of composing practices and writing strategies within a range of rhetorical situations, communities, and/or disciplines.

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<p>Develop knowledge of conventions by: refining the understanding of linguistic structures, including grammar, punctuation, and spelling; practicing genre conventions for structure, paragraphing, tone, and mechanics; demonstrating a clear understanding of intellectual property rights and applying citation styles systematically, according to disciplinary conventions; understanding that conventions differ across communities and disciplines.</p>	<p>Paper(s) demonstrate advanced knowledge of Standard Edited English, genre, documentation, and disciplinary conventions with very few errors.</p>	<p>Paper(s) demonstrate adequate knowledge of Standard Edited English, genre, documentation, and disciplinary conventions with very few errors.</p>	<p>Paper(s) demonstrate inadequate knowledge of Standard Edited English, genre, documentation, and disciplinary conventions with some errors.</p>	<p>Paper(s) fail to demonstrate knowledge of Standard Edited English, genre, documentation, and disciplinary conventions with many errors.</p>
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