Overview of the Rubric

The faculty members of ELR at Wright College have designed this rubric to:

❑ Focus on the student learning outcomes (SLOs) of English 101, the first course in the two-semester sequence of freshman composition, and;

❑ Serve as a tool that will evolve over time to suit the department's various needs.

Purpose of the Rubric

This rubric is **not** to evaluate students' grades or pass/fail, but will be used primarily for:

❑ *Data Collection*
Data collected from the use of the rubric will be used for assessment projects both for the department and college Assessment Committees, which will help the department better understand how its students respond to institutional changes, such as teachers' professional development, curricular policies, and administrative rules.

❑ *Professional Development*
Individual instructors and the department as a whole can use collected data for development in teaching practice. Instructors can use the rubric to illustrate the various competency levels and to identify any ideas and concerns with other instructors and students.

Understanding the Competencies

There are four competency levels: *Novice* (least proficient), *Beginning Apprentice* (minimally proficient), *Advanced Apprentice* (adequately proficient) and *Emerging Scholar* (most proficient). While determining the difference between *Emerging Scholar* and *Novice* can be done with relative ease, the difference between *Beginning* and *Advanced Apprentice* may prove more challenging for some.

❑ *Beginning* and *Advanced Apprentice*, as a consequence of occupying the middle of the range of competencies, may present initial challenges to users of the rubric.

  o Work assessed at the level of *Beginning Apprentice*, in any criterion to be assessed, demonstrates proficiency beyond that of the *Novice*, nevertheless the work requires sustained support for improvement (e.g., focused instructor feedback and intervention with a writing consultant).

  o Work assessed at the level of *Advanced Apprentice* does not demonstrate proficiency at the level of the *Emerging Scholar*, but indicates an ability to improve significantly with minimal sustained support (e.g., focused instructor feedback and attentive self-editing).

Components of the Rubric

In the far left column of the rubric, there are six skills related to the SLOs for English 101. Across the top row of the rubric, there are four competency levels. The numbers associated with each competency level are there only for data analysis; **they are not intended to represent numeric grades or the evaluative weight associated with a particular skill in a particular essay**. A description can be found in each box where each skill meets a competency level.

How to Use the Rubric

❑ Read the rubric carefully noting differences among competency levels across all criteria.

❑ Place a large "X" in the box that most accurately reflects the student's competency level in each skill. **Note**: Any one student may have differing levels of proficiency across the criteria.

English 101 SLOs' Categories: *The Assessment Criteria*

Competencies: *The Levels of Proficiency*

Criteria/Categories	Competency Levels			
	Emerging Scholar (1)	**Advanced Apprentice (2)**	**Beginning Apprentice (3)**	**Novice (4)**
Process	Engages **thoughtfully and consistently** in a recursive and reflective process of prewriting, drafting, revising, editing and proofreading; **effectively** evaluates his or her own drafts and those of others as a means of self-discovery and **sophisticated** academic participation.	Engages **consistently** in a recursive and reflective process of prewriting, drafting, revising, editing and proofreading; evaluates his or her own drafts and those of others with **moderate effectiveness**.	Engages **minimally** in a recursive and reflective process of prewriting, drafting, revising, editing and proofreading; evaluates his or **her own** drafts and those of others with **limited effectiveness**.	**Does not** engage in a recursive and reflective process of prewriting, drafting, revising, editing and proofreading; **limited to no evidence** of process as a means of self-discovery and academic participation.
Purpose + Audience	Defines **clearly** the purpose and audience of the writing task by adopting a **sophisticated** combination of the following: voice, tone, and level of formality.	Defines with **moderate clarity** the purpose and audience of the writing task by adopting an appropriate combination of the following: voice, tone, and level of formality.	Defines with **minimal clarity** the purpose and audience of the writing task by adopting some combination of the following: voice, tone, and level of formality.	**Does not** define the purpose and audience of the writing task; demonstrates little or no attention to the following: voice, tone, and level of formality.
Exposition + Argument	Formulates and supports an explicit or implied thesis by doing the following **well**: directs an argument or explanation to a defined or implied audience; incorporates **sophisticated** reasoning and explanations appropriate to the thesis and its supporting claims.	Formulates and supports an explicit or implied thesis by doing the following **moderately well**: directs an argument or explanation to a defined or implied audience; incorporates **effective** reasoning and explanations appropriate to the thesis and its supporting claims.	Formulates and supports an explicit or implied thesis by doing the following **minimally well**: directs an argument or explanation to a defined or implied audience; incorporates with **minimal effectiveness** reasoning and explanations appropriate to the thesis and its supporting claims.	**Does not** formulate and support an explicit or implied thesis; **ineffective** argument or explanation directed to a defined or implied audience; **ineffective** reasoning and explanations appropriate to the writing task.
Organization + Development	Establishes a **clear** framework of organization appropriate to the writing task and the thesis by doing some or all of the following **very well**: employing rhetorical strategies consistent with the purpose of the writing task; incorporating effective rhetorical tools such as transitions, examples, explanations, concrete and relevant details; integrating the student's own ideas with those of others, utilizing appropriate documentation; and identifying and avoiding intentional and unintentional plagiarism.	Establishes a **moderately clear** framework of organization appropriate to the writing task and the thesis by doing **the majority or all of the** following **well**: employing rhetorical strategies consistent with the purpose of the writing task; incorporating effective rhetorical tools such as transitions, examples, explanations, concrete and relevant details; integrating the student's own ideas with those of others, utilizing appropriate documentation; and identifying and avoiding intentional and unintentional plagiarism.	Establishes with **minimal clarity** a framework of organization appropriate to the writing task and the thesis; demonstrates **little to no minimal effectiveness**: employing rhetorical strategies consistent with the purpose of the writing task; incorporating effective rhetorical tools such as transitions, examples, explanations, concrete and relevant details; integrating the student's own ideas with those of others, utilizing appropriate documentation; and identifying and avoiding intentional and unintentional plagiarism.	**Does not** establish a clear framework of organization appropriate to the writing task and the thesis; demonstrates **little to no effectiveness** in the following areas: employing rhetorical strategies consistent with the purpose of the writing task; incorporating effective rhetorical tools such as transitions, examples, explanations, concrete and relevant details; integrating the student's own ideas with those of others, utilizing appropriate documentation; and identifying and avoiding intentional and unintentional plagiarism.
Critical Thinking	**Effectively** summarizes, analyzes and evaluates the arguments, counter-arguments and evidence in the writing of others, which reveals a **superior and sophisticated** ability to converse and engage with ideas presented in academic texts; connects multiple ideas; and, engages in sustained explorations of complex ideas.	**Effectively** summarizes, analyzes and evaluates the arguments, counter-arguments and evidence in the writing of others, which reveals a **good** ability to converse and engage with ideas presented in academic texts; connects multiple ideas; and, engages in sustained explorations of complex ideas.	**Effectively** summarizes, analyzes and evaluates the arguments, counter-arguments and evidence in the writing of others, with **minimal effectiveness**; demonstrates a **limited but adequate** ability to converse and engage with ideas presented in academic texts; connects multiple ideas; and, engages in sustained explorations of complex ideas.	**Ineffectively** summarizes, analyzes and evaluates the arguments, counter-arguments and evidence in the writing of others; demonstrates **little to no ability** to converse and engage with ideas presented in academic texts; connects multiple ideas; and, engages in sustained explorations of complex ideas.
Mechanics	**Very effectively** applies conventions of Standard Edited English, and eliminates surface errors that interfere with coherence and clarity.	**Effectively** applies conventions of Standard Edited English and eliminates **most** surface errors that interfere with coherence and clarity.	**Minimally effectively** applies conventions of Standard Edited English and eliminates **some, but not most of,** surface errors that interfere with coherence and clarity.	**Does not** apply conventions of Standard Edited English effectively, and **does not** eliminate surface errors that interfere with coherence and clarity.

Wilbur Wright College | Department of Literature, English + Reading | English 101 Critical Essay Rubric

Criteria + Categories	Competency Levels			
	Emerging Scholar (1)	**Advanced Apprentice (2)**	**Beginning Apprentice (3)**	**Novice (4)**
Process	Engages **thoughtfully and consistently** in a recursive and reflective process of prewriting, drafting, revising, editing and proofreading; **effectively** evaluates his or her own drafts and those of others as a means of self-discovery and **sophisticated** academic participation.	Engages **consistently** in a recursive and reflective process of prewriting, drafting, revising, editing and proofreading; evaluates his or her own drafts and those of others with **moderate effectiveness**.	Engages **minimally** in a recursive and reflective process of prewriting, drafting, revising, editing and proofreading; evaluates his or her own drafts and those of others with **limited effectiveness**.	**Does not** engage in a recursive and reflective process of prewriting, drafting, revising, editing and proofreading; **limited to no evidence** of process as a means of self-discovery and academic participation.
Purpose + Audience	Defines **clearly** the purpose and audience of the writing task by adopting a **sophisticated** combination of the following: voice, tone, and level of formality.	Defines with **moderate clarity** the purpose and audience of the writing task by adopting an **appropriate** combination of the following: voice, tone, and level of formality.	Defines with **minimal clarity** the purpose and audience of the writing task by adopting **some** combination of the following: voice, tone, and level of formality.	**Does not** define the purpose and audience of the writing task; demonstrates little to **no** attention to the following: voice, tone, and level of formality.
Exposition + Argument	Formulates and supports an explicit or implied thesis by doing the following **well**: directs an argument or explanation to a defined or implied audience; incorporates **sophisticated** reasoning and explanations appropriate to the thesis and its supporting claims.	Formulates and supports an explicit or implied thesis by doing the following **moderately well**: directs an argument or explanation to a defined or implied audience; incorporates **effective** reasoning and explanations appropriate to the thesis and its supporting claims.	Formulates and supports an explicit or implied thesis by doing the following **minimally well**: directs an argument or explanation to a defined or implied audience; incorporates with **minimal effectiveness** reasoning and explanations appropriate to the thesis and its supporting claims.	**Does not** formulate and support an explicit or implied thesis; **ineffective** argument or explanation directed to a defined or implied audience; **ineffective** reasoning and explanations appropriate to the writing task.
Organization + Development	Establishes a **clear** framework of organization appropriate to the writing task and the thesis by doing **most or all** of the following **very well**: employing rhetorical strategies consistent with the purpose of the writing task; incorporating effective rhetorical tools such as transitions, examples, explanations, concrete and relevant details; integrating the student's own ideas with those of others, utilizing appropriate documentation; and identifying and avoiding intentional and unintentional plagiarism.	Establishes a **moderately clear** framework of organization appropriate to the writing task and the thesis by doing **some** of the following **well**: employing rhetorical strategies consistent with the purpose of the writing task; incorporating effective rhetorical tools such as transitions, examples, explanations, concrete and relevant details; integrating the student's own ideas with those of others, utilizing appropriate documentation; and identifying and avoiding intentional and unintentional plagiarism.	Establishes with **minimal clarity** a framework of organization appropriate to the writing task and the thesis by doing **some** of the following with **minimal effectiveness**: employing rhetorical strategies consistent with the purpose of the writing task; incorporating effective rhetorical tools such as transitions, examples, explanations, concrete and relevant details; integrating the student's own ideas with those of others, utilizing appropriate documentation; and identifying and avoiding intentional and unintentional plagiarism.	**Does not** establish a clear framework of organization appropriate to the writing task and the thesis; demonstrates **little to no effectiveness** in the following areas: employing rhetorical strategies consistent with the purpose of the writing task; incorporating effective rhetorical tools such as transitions, examples, explanations, concrete and relevant details; integrating the student's own ideas with those of others, utilizing appropriate documentation; and identifying and avoiding intentional and unintentional plagiarism.
Critical Thinking	**Effectively** summarizes, analyzes and evaluates the arguments, counter-arguments and evidence in the writing of others, which reveals a **superior and sophisticated** ability to converse and engage with ideas presented in academic texts; connects multiple ideas; and, engages in sustained explorations of complex ideas.	**Effectively** summarizes, analyzes and evaluates, the arguments, counter-arguments and evidence in the writing of others, which reveals a **good** ability to converse and engage with ideas presented in academic texts; connects multiple ideas; and, engages in sustained explorations of complex ideas.	**Effectively** summarizes, analyzes and evaluates, the arguments, counter-arguments and evidence in the writing of others, with **minimal effectiveness**; demonstrates a **limited but adequate** ability to converse and engage with ideas presented in academic texts; connects multiple ideas; and, engages in sustained explorations of complex ideas.	**Ineffectively** summarizes, analyzes and evaluates the arguments, counter-arguments and evidence in the writing of others; demonstrates **little to no ability** to converse and engage with ideas presented in academic texts, connects multiple ideas; and, engages in sustained explorations of complex ideas.
Syntax + Usage	**Very effectively** applies conventions of Standard Edited English, and eliminates surface errors that interfere with coherence and clarity.	**Effectively** applies conventions of Standard Edited English and eliminates **most** surface errors that interfere with coherence and clarity.	**Minimally effectively** applies conventions of Standard Edited English and eliminates **some, but not most of,** surface errors that interfere with coherence and clarity.	**Does not** apply conventions of Standard Edited English effectively, and **does not** eliminate surface errors that interfere with coherence and clarity.