

SCSU English 112 Self-Evaluation Essay (SEE) Rubric

To what degree does the Self-Evaluation Essay demonstrate the student has met English 112 course goals?

STEP ONE: <i>Choose and circle</i> the appropriate description for each category:	RHETORICAL KNOWLEDGE The SEE demonstrates the student's:	CRITICAL THINKING, READING, & WRITING The SEE demonstrates the student's:	PROCESSES The SEE demonstrates the student's:	CONVENTIONS The SEE demonstrates the student's:
<p>HIGH PASS:</p> <p>ENG 112 course goals met exceptionally well</p> <p><i>A SEE earning a high pass supports a specific, highly accurate claim about the portfolio in a rhetorically sophisticated and fluently written manner.</i></p>	<ul style="list-style-type: none"> • consistent and sophisticated ability to apply rhetorical concepts such as audience, situation, purpose, appeals, claims, and support • consistent and sophisticated ability to use appropriate voice and tone for audience and purpose • consistent and sophisticated ability to use appropriate conventions of format, structure, and language for audience and purpose 	<ul style="list-style-type: none"> • consistent and sophisticated ability to interpret, evaluate, and incorporate texts • consistent and sophisticated ability to develop own point of view in relation to others • consistent and sophisticated ability to engage in question-driven research • consistent and sophisticated ability to use writing as a way of thinking through ideas & discovering own point of view • consistent & sophisticated ability to evaluate own strengths and weaknesses 	<ul style="list-style-type: none"> • consistent and sophisticated ability to engage with a substantial number of texts • consistent and sophisticated ability to propose, plan, and undertake research-based writing that involves multiple tasks and drafts • consistent and sophisticated ability to use reference materials and student/instructor feedback to revise writing 	<ul style="list-style-type: none"> • consistent and sophisticated ability to meet audience expectations for organization and support for claims • consistent and sophisticated ability to effectively integrate sources into their writing • consistent and sophisticated ability to avoid plagiarism • consistent and sophisticated ability to use standard English grammar and mechanics • consistent and sophisticated ability to correctly use MLA documentation style
<p>PASS:</p> <p>ENG 112 course goals met well</p> <p><i>A SEE earning a pass supports an accurate claim about the portfolio while demonstrating overall rhetorical awareness and sentence-level control.</i></p>	<ul style="list-style-type: none"> • consistent ability to apply rhetorical concepts such as audience, situation, purpose, appeals, claims, and support • consistent ability to use appropriate voice and tone for audience and purpose • consistent ability to use appropriate conventions of format, structure, and language for audience and purpose 	<ul style="list-style-type: none"> • consistent ability to interpret, evaluate, and incorporate texts • consistent ability to develop own point of view in relation to others • consistent ability to engage in question-driven research • consistent ability to use writing as a way of thinking through ideas & discovering own point of view • consistent ability to evaluate own strengths and weaknesses 	<ul style="list-style-type: none"> • consistent ability to engage with a substantial number of texts • consistent ability to propose, plan, and undertake research-based writing that involves multiple tasks and drafts • consistent ability to use reference materials and student/instructor feedback to revise writing 	<ul style="list-style-type: none"> • consistent ability to meet audience expectations for organization and support for claims • consistent ability to effectively integrate sources into their writing • consistent ability to avoid plagiarism • consistent ability to use standard English grammar and mechanics • consistent ability to correctly use MLA documentation style

<p>LOW PASS:</p> <p>ENG 112 course goals met</p> <p><i>A SEE earning a low pass weakly supports a claim about the portfolio and/or demonstrates a lack of rhetorical awareness and/or some lack of control at the sentence level.</i></p>	<ul style="list-style-type: none"> • inconsistent ability to identify and apply rhetorical concepts such as audience, situation, purpose, appeals, claims, and support • inconsistent ability to use appropriate voice and tone for audience and purpose • inconsistent ability to use appropriate conventions of format, structure, and language for audience and purpose 	<ul style="list-style-type: none"> • inconsistent ability to interpret, evaluate, and incorporate texts • inconsistent ability to develop own point of view in relation to others • inconsistent ability to engage in question-driven research • inconsistent ability to use writing as a way of thinking through ideas & discovering own point of view • inconsistent ability to evaluate own strengths & weaknesses 	<ul style="list-style-type: none"> • inconsistent ability to engage with a substantial number of texts • inconsistent ability to propose, plan, and undertake research-based writing that involves multiple tasks and drafts • inconsistent ability to use reference materials and student/instructor feedback to revise writing 	<ul style="list-style-type: none"> • inconsistent ability to meet audience expectations for organization and support for claims • inconsistent ability to effectively integrate sources into their writing • inconsistent ability to avoid plagiarism • inconsistent ability to use standard English grammar and mechanics • inconsistent ability to correctly use MLA documentation style
<p>FAIL:</p> <p>ENG 112 course goals not met</p> <p><i>A SEE earning a fail does not support a claim about the portfolio and is rhetorically ineffective and uncontrolled at the sentence level.</i></p>	<ul style="list-style-type: none"> • little to no ability to identify and apply rhetorical concepts such as audience, situation, purpose, appeals, claims, and support • little to no ability to use appropriate voice and tone for audience and purpose • little to no ability to use appropriate conventions of format, structure, and language for audience and purpose 	<ul style="list-style-type: none"> • little to no ability to interpret, evaluate, and incorporate texts • little to no ability to develop own point of view in relation to others • little to no ability to engage in question-driven research • little to no ability to use writing as a way of thinking through ideas & discovering own point of view • little to no ability to evaluate own strengths and weaknesses 	<ul style="list-style-type: none"> • little to no ability to engage with a substantial number of texts • little to no ability to propose, plan, and undertake research-based writing that involves multiple tasks and drafts • little to no ability to use reference materials and student/instructor feedback to revise writing 	<ul style="list-style-type: none"> • little to no ability to meet audience expectations for organization and support for claims • little to no ability to effectively integrate sources into their writing • little to no ability to avoid plagiarism • little to no ability to use standard English grammar and mechanics • little to no ability to correctly use MLA documentation style

STEP TWO: Choose an overall assessment for the SEE--

High Pass

Pass

Low Pass

Fail

Reader initials _____