

End of Semester Rubric to Evaluate Student Writing
To what degree does the piece of writing demonstrate the student has met course goals?

1. What is the most appropriate description of the writing for each category?	RHETORICAL KNOWLEDGE The writing demonstrates the student's:	CRITICAL THINKING, READING, & WRITING The writing demonstrates the student's:	PROCESSES The writing demonstrates the student's:	CONVENTIONS The writing demonstrates the student's:
<p>HIGH PASS (A to B+):</p> <p>Course goals met exceptionally well</p> <p><i>A piece of writing earning a high pass supports a specific, highly accurate claim 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 (B to C):</p> <p>Course goals met well</p> <p><i>A piece of writing earning a pass supports an accurate claim 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 (C- to D-):</p> <p>Course goals met</p> <p><i>A piece of writing earning a low pass weakly supports a claim 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 (F):</p> <p>Course goals not met</p> <p><i>A piece of writing earning a fail does not support a claim 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

2. Choose an overall assessment for the piece of writing:

High Pass Pass Low Pass Fail

3. What degree of difficulty did the student attempt with this piece of writing?

High Average Below Average

4. What degree of success did student achieve given this degree of difficulty?

High Average Below Average

5. Final Assessment:

High Pass Pass Low Pass Fail