

WRIT 101/100 Portfolio Rubric
First Year Composition

Outcome	A Passing Portfolio	A Failing Portfolio
Read, write, and analyze a variety of texts produced for multiple purposes, audiences, and genres.	Demonstrates a clear and explicit awareness of the rhetorical situation in academic discourse communities. The writer: <ul style="list-style-type: none"> • shapes reading and writing based on context • identifies, analyzes, and writes in multiple genres effectively • identifies, analyzes, and applies rhetorical concepts such as audience, purpose, context, and tone • organizes documents based on the rhetorical situation. 	Demonstrates limited or no awareness of the rhetorical situation in academic discourse communities. The writer has not yet: <ul style="list-style-type: none"> • connected documents to their contexts • identified or analyzed more than one genre • identified, analyzed, or applied rhetorical concepts such as audience, purpose, context, and tone • organized documents appropriately to the rhetorical situation.
Understand and apply processes for reading, writing, and research.	Demonstrates a range of flexible strategies for purposeful reading, writing, research, and discovery. The writer: <ul style="list-style-type: none"> • sets purposes and goals for reading, writing, and research summarizes, interprets, and responds to the ideas of others • evaluates, integrates, and engages appropriate academic print and electronic sources • organizes evidence in ways that support her/his own points of view • selects, organizes, and cites evidence in ways that are ethical and appropriate to academic genres • establishes a controlling idea focused by a clear sense of purpose and audience • revises documents for global concerns with purpose over several drafts • uses a range of effective strategies for editing and proofreading her/his own work for local concerns. 	Demonstrates limited or inflexible strategies for reading, writing, research, and discovery. The writer has not yet: <ul style="list-style-type: none"> • set clear purposes for a reading, writing, and research process • summarized, interpreted, and responded to the ideas of others • evaluated, integrated, and engaged appropriate academic sources • organized evidence to support her/his own points of view • selected, organized, and cited evidence in ways that are ethical and appropriate to academic genres • established a controlling idea focused by a clear sense of purpose and audience • revised documents effectively for global concerns with purpose over several drafts • used a range of effective strategies for editing and proofreading her/his own work for local concerns.
Develop a metacognitive understanding of reading, writing, and thinking processes.	Sustains purposeful use of composing processes, including successful incorporation of feedback. The writer: <ul style="list-style-type: none"> • successfully engages in self-reflective activities assessing his/her reading and writing in relation to his/her learning goals and values • uses reading and writing to generate questions about texts and their contexts • describes and analyzes how language, power, and knowledge operate through his/her own literacy history. 	Demonstrates limited or no use of successful composing processes or incorporation of feedback. The writer has not yet: <ul style="list-style-type: none"> • successfully engaged in self-reflective activities assessing his/her reading and writing in relation to his/her learning goals and values • engaged texts using questions relevant to broader contexts and conversations • described and analyzed how language, power, and knowledge operate through his/her own literacy history.
Understand and engage in reading and writing as social processes.	Uses reading and writing to engage audiences within and beyond the university. The writer: <ul style="list-style-type: none"> • uses a variety of effective strategies for giving constructive feedback to peers • responds to assignments with rhetorical flexibility • ethically incorporates peers' feedback into her/his own writing. 	Demonstrates little engagement with audience. The writer has not yet: <ul style="list-style-type: none"> • used effective strategies for giving constructive feedback to peers • responded to assignments with rhetorical flexibility • ethically incorporated peers' feedback into her/his own writing.
Understand and apply textual conventions appropriately to their writing tasks.	The writer includes effective documents which: <ul style="list-style-type: none"> • demonstrate proficient control of grammar, sentence variety, word choice, and appropriate conventions • apply genre, format, and structure conventions appropriately in a range of academic contexts • introduce and integrate quoted and paraphrased materials effectively for academic audiences • use technology appropriate to the context • document sources using both MLA and APA styles. 	The writer has included ineffective documents which may: <ul style="list-style-type: none"> • demonstrate generally ineffective or inconsistent control of grammar, sentence variety, word choice, or conventions • apply genre, format, or structure conventions inappropriately • introduce and integrate quoted and paraphrase materials ineffectively for academic audiences • use technology in ways that are not appropriate to the context • fail to document sources correctly using both MLA and APA styles.