

WRIT 200 Course Portfolio Rubric

Outcome	A Passing Portfolio	A Failing Portfolio
Read, write, and analyze a variety of texts produced for multiple purposes, audiences, and genres.	<p>Demonstrates a clear and explicit awareness of the rhetorical situation in academic discourse communities. The writer:</p> <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. 	<p>Demonstrates limited or no awareness of the rhetorical situation in academic discourse communities. The writer has not yet:</p> <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.	<p>Demonstrates a range of flexible strategies for purposeful reading, writing, research, and discovery. The writer:</p> <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. 	<p>Demonstrates limited or inflexible strategies for reading, writing, research, and discovery. The writer has not yet:</p> <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.
Engage in and critically self-reflect about reading and writing as social processes.	<p>Sustains purposeful use of composing processes, including successful incorporation of feedback, to engage audiences within and beyond the university. The Portfolio documents:</p> <ul style="list-style-type: none"> • successfully engage in self-reflective activities assessing the writer's reading and writing in relation to her/his own learning goals and values • use effective strategies to give constructive feedback on peers' writing • analyze and ethically incorporate feedback • demonstrate purposeful use of revision strategies for global concerns over several drafts • demonstrate use of effective strategies for editing and proofreading their own work for local concerns • describe and analyze how language, power, and knowledge within the writer's DCs operate through his/her own literacy history. 	<p>Demonstrates limited or no use of successful composing processes or incorporation of feedback. The writer has not yet:</p> <ul style="list-style-type: none"> • engaged in self-reflective activities assessing his/her reading and writing in ways that make connections to his/her own learning goals and values • demonstrated use of effective strategies to give constructive feedback on peers' writing • provided evidence of the ways in which he/she has analyzed and ethically incorporated feedback • demonstrated purposeful use of revision strategies for global concerns over several drafts • demonstrated effective strategies for editing and proofreading his/her own work for local concerns • described and analyzed how language, power, and knowledge within his/her DCs operate through his/her own literacy history.
Demonstrate understanding of textual conventions appropriately to writing tasks in their field.	<p>The writer has included effective documents which:</p> <ul style="list-style-type: none"> • identify and use discipline-specific guidelines for citing and documenting sources • apply appropriate genre, format, and structure conventions • employ electronic media appropriate to the DC context • demonstrate proficient control of grammar, sentence variety, word choice, and conventions. 	<p>The writer has included documents which:</p> <ul style="list-style-type: none"> • do not use DC guidelines to cite and document sources • incorrectly identify or inconsistently apply genre, format, or structure conventions for the writer's DC • use electronic media inappropriately to the context • demonstrate generally ineffective or inconsistent control of grammar, sentence variety, word choice, or conventions.