

**WRIT 300 Portfolio Rubric**

<b>Outcome</b>	<b>A Passing Portfolio:</b>	<b>A Failing Portfolio</b>
Read, write, and analyze a variety of texts produced for multiple purposes, audiences, and genres in the writer's Discourse Community (DC).	Demonstrates a clear and explicit awareness of the rhetorical situation in a variety of texts produced for multiple purposes, audiences, and genres in the writer's DC. The Portfolio documents: <ul style="list-style-type: none"> <li>• identify, analyze, and apply rhetorical concepts such as audience, purpose, context, genre, tone</li> <li>• summarize and interpret texts from the writer's professional DC</li> <li>• identify, analyze, and apply the writer's DC rules</li> <li>• use controlling ideas focused by a clear sense of purpose and audience</li> <li>• are effectively revised and adapted for multiple audiences, purposes, and genres.</li> </ul>	Does not meet the expectations of the writer's DC in one or more texts. The Portfolio documents: <ul style="list-style-type: none"> <li>• incorrectly identify, analyze, or apply concepts such as audience, purpose, context, genre, tone</li> <li>• provide limited or ineffective summary and interpretation of professional DC documents</li> <li>• provide limited or inconclusive identification or analysis or the rules of the writer's DC</li> <li>• ineffectively apply the rules of the writer's DC</li> <li>• fail to give a clear sense of purpose and audience</li> <li>• demonstrate scant or ineffective revision and adaptation for multiple audiences, purposes, and genres.</li> </ul>
Engage in recursive reading, writing, and research processes to participate in the meaning-making of their field.	Demonstrates purposeful, effective reading, writing, research, and discovery in the writer's field. The Portfolio documents: <ul style="list-style-type: none"> <li>• achieve reading, writing, and research goals</li> <li>• apply a repertoire of strategies for generating ideas, focusing on a purpose, and revising</li> <li>• gather and synthesize information from a range of relevant sources including primary, secondary, professional, technical, and scholarly</li> <li>• select and organize evidence in ways that are ethical and appropriate to the genre</li> <li>• evaluate, integrate, and engage appropriate academic print and electronic sources</li> <li>• develop arguments which engage larger professional or academic conversations.</li> </ul>	Uses limited or inflexible strategies for reading, writing, research, and discovery. The Portfolio documents: <ul style="list-style-type: none"> <li>• do not include purposeful goalsetting for reading, writing, and research</li> <li>• do not articulate and realize purposeful strategies for generating ideas and revising</li> <li>• rely on irrelevant sources or sources representing a very limited range of research perspectives</li> <li>• select and organize evidence in ways that are unethical or inappropriate to the genre</li> <li>• evaluate, integrate, or engage sources ineffectively</li> <li>• fail to integrate or engage both print and electronic sources</li> <li>• address or engage larger professional or academic conversations in a limited or cursory way.</li> </ul>
Engage in and critically self-reflect about reading and writing as social processes.	Sustains purposeful use of composing processes, including successful incorporation of feedback, to engage audiences within and beyond the university. The Portfolio documents: <ul style="list-style-type: none"> <li>• successfully engage in self-reflective activities assessing the writer's reading and writing in relation to her/his own learning goals and values</li> <li>• use effective strategies to give constructive feedback on peers' writing</li> <li>• analyze and ethically incorporate feedback</li> <li>• demonstrate purposeful use of revision strategies for global concerns over several drafts</li> <li>• demonstrate use of effective strategies for editing and proofreading their own work for local concerns</li> <li>• describe and analyze how language, power, and knowledge within the writer's DCs operate through his/her own literacy history.</li> </ul>	Demonstrates limited or no use of successful composing processes or incorporation of feedback. The writer has not yet: <ul style="list-style-type: none"> <li>• engaged in self-reflective activities assessing his/her reading and writing in ways that make connections to his/her own learning goals and values</li> <li>• demonstrated use of effective strategies to give constructive feedback on peers' writing</li> <li>• provided evidence of the ways in which he/she has analyzed and ethically incorporated feedback</li> <li>• demonstrated purposeful use of revision strategies for global concerns over several drafts</li> <li>• demonstrated effective strategies for editing and proofreading his/her own work for local concerns</li> <li>• described and analyzed how language, power, and knowledge within his/her DCs operate through his/her own literacy history.</li> </ul>
Demonstrate an understanding of textual conventions appropriately to writing tasks in their field.	The writer has included effective documents which: <ul style="list-style-type: none"> <li>• identify and use discipline-specific guidelines for citing and documenting sources</li> <li>• apply appropriate genre, format, and structure conventions</li> <li>• employ electronic media appropriate to the DC context</li> <li>• demonstrate proficient control of grammar, sentence variety, word choice, and conventions.</li> </ul>	The writer has included documents which: <ul style="list-style-type: none"> <li>• do not use DC guidelines to cite and document sources</li> <li>• incorrectly identify or inconsistently apply genre, format, or structure conventions for the writer's DC</li> <li>• use electronic media inappropriately to the context</li> <li>• demonstrate generally ineffective or inconsistent control of grammar, sentence variety, word choice, or conventions.</li> </ul>