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| CATEGORY  | **Outstanding 3.7 - 4.0**  | **Strong 3.1 - 3.6**  | **Good 2.5 - 3.0**  | **Acceptable 2.0 - 2.4**  |  **Inadequate 1.9 – 1.0** |
| **Critical Reflection**  | The critical reflection does an **exceptional** job indicating items that demonstrate outcomes while making a **compelling** argument for how they do so. The reflection displays a **thorough** and **thoughtful** awareness of the writer’s own writing, and **masterfully** uses evidence for support.  | The critical reflection does an **effective job** indicating items that demonstrate outcomes and makes an **effectual** argument for how they do so. Displays a **thoughtful** awareness of the writer’s own writing, and **effectively** uses evidence for support.  | The critical reflection **clearly** indicates which items that demonstrate outcomes and makes a **sound** argument for how they do so. Displays a **less thoughtful** awareness of the writer’s own writing, and **soundly** uses evidence for support.  | The critical reflection **sufficiently** indicates which items that demonstrate outcomes, and makes a **satisfactory** argument for how they do so. Displays an **acceptable** awareness of the writer’s own writing, and **sufficiently** uses evidence for support. | The critical reflection will **be brief** and **may not indicate** which items in the portfolio that demonstrate the course outcomes, or it **may not make** an effective argument for how the items do so. Displays an **ineffectua**l awareness of the writer’s own writing, **lacks of**/ or **ineffectual** use of evidence for support. |
| **Rhetorical Awareness (1)**  | An **outstanding** proficiency in employing style, tone, and conventions appropriate to the demands of a particular genre and situation. An **excellent** job demonstrating the ability to write for different audiences and contexts. An **exceptional** understanding of audience and various aspects of the writing address and are strategically pitched to that audience. A **superior** articulation and assessment of the effects of writing choices.  | A **strong** job of employing style, tone, and conventions appropriate to the demands of a particular genre and situation. An **effective** job demonstrating the ability to write for different audiences and contexts. A **notable** understanding of audience and various aspects of the writing address and are strategically pitched to that audience. An **effectual** articulation and assessment of the effects of writing choices.  | A **good** job of employing style, tone, and conventions appropriate to the demands of a particular genre and situation. A **complete** job demonstrating the ability to write for different audiences and contexts. A **sound** understanding of audience and various aspects of the writing address and are strategically pitched to that audience. A **good** articulation and assessment of the effects of writing choices.  | An **acceptable** job of employing style, tone, and conventions appropriate to the demands of a particular genre and situation. A **satisfactory** job demonstrating the ability to write for different audiences and contexts. A **sufficient** understanding of audience and various aspects of the writing address and are strategically pitched to that audience. An **acceptable** articulation and assessment of the effects of writing choices, but typically will not display rhetorical awareness. | An **inadequate** job by showing serious deficiencies in rhetorical awareness. An **unacceptable** job demonstrating the ability to write for different audiences and contexts. A **flawed/incomplete** understanding of audience and various aspects of the writing address and are strategically pitched to that audience. An **inept** articulation and assessment of the effects of writing choices. |
| **Purposeful use of texts (2)**  | An **outstanding** demonstration of understanding of course texts for purpose at hand. **Excellent** use of course texts for strategic, focused ways (summarized, cited, applied, challenged, re-contextualized) to support the goals of writing. The writing is intertextual, meaning an **exceptional** "conversation" between texts and ideas is created in support of the writer’s goals. A **remarkable** job of utilizing different kinds of evidence gathered from various sources (primary and secondary – for example, library research, interviews, questionnaires, observations, cultural artifacts) in order to support the goals of writing. A **superior** job of MLA (or other appropriate) system of documenting sources. | A **strong** demonstration of understanding of course texts for purpose at hand. A **convincing** use of course texts for strategic, focused ways (summarized, cited, applied, challenged, re-contextualized) to support the goals of writing. The writing is intertextual, meaning a **substantia**l "conversation" between texts and ideas is created in support of the writer’s goals. A **persuasive** job of utilizing different kinds of evidence gathered from various sources (primary and secondary – for example, library research, interviews, questionnaires, observations, cultural artifacts) in order to support the goals of writing. A **strong** job of MLA (or other appropriate) system of documenting sources. | A **good** demonstration of understanding of course texts for purpose at hand. A **decent** use of course texts for strategic, focused ways (summarized, cited, applied, challenged, re-contextualized) to support the goals of writing. The writing is intertextual, meaning a **solid** "conversation" between texts and ideas is created in support of the writer’s goals. A **sound** job of utilizing different kinds of evidence gathered from various sources (primary and secondary – for example, library research, interviews, questionnaires, observations, cultural artifacts) in order to support the goals of writing. A **good** job of MLA (or other appropriate) system of documenting sources. | An **acceptable** demonstration of understanding of course texts for purpose at hand. A **satisfactory** use of course texts for strategic, focused ways (summarized, cited, applied, challenged, re-contextualized) to support the goals of writing. The writing is intertextual, meaning an **adequate** “conversation" between texts and ideas is created in support of the writer’s goals. A **sufficient** job of utilizing different kinds of evidence gathered from various sources (primary and secondary – for example, library research, interviews, questionnaires, observations, cultural artifacts) in order to support the goals of writing. An **adequate** job of MLA (or other appropriate) system of documenting sources. | An un**acceptable** demonstration of understanding of course texts for purpose at hand. An **inadequate** use of course texts for strategic, focused ways (summarized, cited, applied, challenged, re-contextualized) to support the goals of writing. The writing **is not intertextual**, meaning a "conversation" between texts and ideas is either not created in support of the writer’s goals or it is **unsuccessful**. An **ineffectual** job of utilizing different kinds of evidence gathered from various sources (primary and secondary – for example, library research, interviews, questionnaires, observations, cultural artifacts) in order to support the goals of writing. An **inept** job of MLA (or other appropriate) system of documenting sources. |
| CATEGORY  | **Outstanding 3.7 - 4.0**  | **Strong 3.1 - 3.6**  | **Good 2.5 - 3.0**  | **Acceptable 2.0 - 2.4**  |  **Inadequate 1.9 – 1.0** |
| **Academic Argumentation (3)**  | An **outstanding** job of creating an appropriately complex argument based in a claim that emerges from and explores a line of inquiry. An **exceptional** and **persuasive** job of articulating the stakes of the argument, why and what is being argued matters. **Excellent** use of close scrutiny and examination of evidence and assumption in support of a larger set of ideas. **Remarkable** use of persuasion through counterclaims and multiple points of view as it generates its own perspective and position. A **superior** job of utilizing a clear organizational strategy and effective transitions that develop its line of inquiry.  | A **strong** job of creating an appropriately complex argument based in a claim that emerges from and explores a line of inquiry. An **effective** and **persuasive** job of articulating the stakes of the argument, why and what is being argued matters. **Convincing** use of close scrutiny and examination of evidence and assumption in support of a larger set of ideas. **Compelling** use of persuasion through counterclaims and multiple points of view as it generates its own perspective and position. An **admirable** job of utilizing a clear organizational strategy and effective transitions that develop its line of inquiry.  | A **good** job of creating an appropriately complex argument based in a claim that emerges from and explores a line of inquiry. A **solid** and **persuasive** job of articulating the stakes of the argument, why and what is being argued matters. **Decent** use of close scrutiny and examination of evidence and assumption in support of a larger set of ideas. **Good** use of persuasion through counterclaims and multiple points of view as it generates its own perspective and position. A **solid** job of utilizing a clear organizational strategy and effective transitions that develop its line of inquiry.  | An **acceptable** job of creating an appropriately complex argument based in a claim that emerges from and explores a line of inquiry. An **adequate** and **persuasive** job of articulating the stakes of the argument, why and what is being argued matters. **Sufficient** use of close scrutiny and examination of evidence and assumption in support of a larger set of ideas. **Satisfactory** use of persuasion through counterclaims and multiple points of view as it generates its own perspective and position. An **acceptable** job of utilizing a clear organizational strategy and effective transitions that develop its line of inquiry.  | An **inadequate** job of creating an appropriately complex argument based in a claim that emerges from and explores a line of inquiry. An **ineffectual** job of articulating the stakes of the argument why and what is being argued matters. **Insufficient** use of close scrutiny and examination of evidence and assumption in support of a larger set of ideas. **Ineffectual** use of persuasion through counterclaims and multiple points of view as it generates its own perspective and position. An **unsuccessful** job of utilizing a clear organizational strategy and effective transitions that develop its line of inquiry. |
| **Revision, editing, and proofreading (4)**  | An **outstanding** job of demonstrating substantial and successful revision. An **excellent** job of responding to substantive issues raised by the instructor and peers. An **exceptional** job of proofreading and editing errors in grammar, punctuation, and mechanics so as not to interfere with reading and understanding of the writing.  | A **strong** job of demonstrating substantial and successful revision. An **effective** job of responding to substantive issues raised by the instructor and peers. An **admirable** job of proofreading and editing errors in grammar, punctuation, and mechanics so as not to interfere with reading and understanding of the writing.  | A **good** job of demonstrating substantial and successful revision. A **sound** job of responding to substantive issues raised by the instructor and peers. A **solid** job of proofreading and editing errors in grammar, punctuation, and mechanics so as not to interfere with reading and understanding of the writing.  | An **acceptable** job of demonstrating substantial revision that responds to issues raised by the instructor and peers, though it may focus on **surface-level mistakes** more than substantive issues.While demonstrating knowledge of conventions, this writing **typically will not display** control over revision, editing, or proofreading.  | An **inadequate** job of demonstrating substantial and successful revision. An **incomplete** job of responding to substantive issues raised by the instructor and peers. An **insufficient** job of proofreading and editing errors in grammar, punctuation, and mechanics so as to interfere with reading and understanding of the writing. |
| **Overall Portfolio Quality**  | This portfolio exhibits **outstanding** proficiency in all outcomes categories, outweighing its few weaknesses. The selected major paper(s) and shorter texts offer an **outstanding** demonstration of all the course outcomes through a very highly and proficient and skillful handling of the traits associated with them. The **outstanding** portfolio will likely demonstrate some appropriate risk-taking, originality, variety, and/or creativity.  | This **strong** portfolio exhibits strengths **clearly** outweighing weaknesses, but may show somewhat less proficiency in one or two of the outcome categories. The selected major paper(s) and shorter texts, although slightly less consistent in demonstrating the course outcomes, nonetheless offer a **strong** demonstration of effectiveness in many traits associated with the outcomes, handling a variety of tasks successfully. This portfolio **engages the materials** and follows the assignments given, **but may risk less** than the outstanding portfolio. | This **good** portfolio also exhibits strengths outweighing weaknesses, but may show less strength in two of the outcome areas. The selected major paper(s) and shorter texts **effectively** demonstrate the course outcomes, but with less proficiency and control. The portfolio **usually will not display the appropriate risk-taking and creativity** of the strong and outstanding portfolios.  | The **acceptable** portfolio is competent, demonstrating that the course outcomes are basically met, but the traits associated with them are not as fully realized or controlled. **Some parts** of the selected texts may be **underdeveloped, too general, predictable, or leave parts** of the outcomes **unconsidered**. There may be **moments of excellence**, but in general the portfolio simply **meets** the demands of the course outcomes**.** The **writing can succeed** in the academic environment. | A portfolio will be **inadequate** when it shows serious deficiencies in three of the four course outcomes, especially in academic argument, purposeful use of texts, and revision, editing, and proofreading. This portfolio may be error free, yet **does not adequately demonstrate** the other outcomes. The portfolio indicates that the student **may need more time** to be **able to handle the demands of both academic reading and writing** as characterized in the course outcomes and associated traits. |

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Portfolio Score\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_