

# Rubric for English Competencies (students will become: *Clear, Creative, and Convincing Communicators; and Critical Readers*)

Students will demonstrate the ability to:

\*Adapted in part from AAC&U's VALUE Rubrics

<b>Competency 1 – Communicate using college-level writing. (C1)</b>	convey ideas in clear, coherent, grammatically correct prose adapted to their particular purpose, occasion, and audience. They will understand that writing is a process involving practice, revision, and editing.	<b>Subscore:</b> _____
<b>Competency 2 – Analyze literature and representations of meaning. (C2)</b>	analyze and interpret complex literature and representations of meaning in a variety of formats.	<b>Subscore:</b> _____

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet baseline (cell 1) level performance.

<i>Writing</i>	<b>High Achievement</b>			
	4	3	2	1
<b>Context and Purpose for Writing (C1)</b>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Responds appropriately and thoughtfully to corrective instruction.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s). Responds appropriately to corrective instruction.	Demonstrates awareness of context, audience, purpose, and to the assigned task(s).	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s).
<b>Content Development (C1)</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. Responds appropriately and thoughtfully to corrective instruction.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and the shape of the whole work. Responds appropriately to corrective instruction.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
<b>Genre and Disciplinary Conventions (C1)</b>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Inconsistently follows conventions regarding basic organization and presentation.
<b>Sources and Evidence (C1)</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Attempts to use sources to support ideas in writing.
<b>Control of Syntax and Mechanics (C1)</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. Responds appropriately and thoughtfully to corrective instruction.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. Responds appropriately to corrective instruction.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

## *Reading/Textual Interaction*

<b>Comprehension (C2)</b>	Recognizes possible implications of the text for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the author's explicit message.	Uses the text, general background knowledge, and/or specific knowledge of the author's context to draw more complex inferences about the author's message and attitude.	Evaluates how textual features contribute to the author's message; draws basic inferences about context and purpose of text.	Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.
<b>Genres / Formats (C2)</b>	Uses ability to identify texts within and across genres and formats, monitoring and adjusting reading strategies and expectations based on generic nuances and the format of the media.	Articulates distinctions among genres, a variety of media formats, and the characteristic conventions of each.	Reflects on experiences with texts across a variety of genres and formats, reading both with and against the grain experimentally and intentionally.	Applies tacit genre knowledge to a variety of classroom assignments requiring interaction with a text in productive, if unreflective, ways.
<b>Relationship to Text (C2)</b>	Evaluates texts for scholarly significance and relevance within and across the various disciplines, evaluating them according to their contributions and consequences.	Uses texts in the context of scholarship to develop a foundation of disciplinary knowledge and to raise and explore important questions.	Engages texts with intention and expectation of building topical and world knowledge.	Approaches texts in the context of assignments with the intention and expectation of finding right answers and learning facts and concepts to display for credit.
<b>Analysis (C2)</b>	Evaluates strategies for relating ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and disciplines.	Identifies relations amongst ideas, text structure, or other textual features to evaluate how they support an advanced understanding of the text as a whole.	Recognizes relations amongst parts or aspects of a text, such as effective or ineffective arguments or literary features in considering how these contribute to a basic understanding of the text as a whole.	Identifies aspects of a text as needed to respond to questions posed in the assigned tasks.
<b>Interpretation (C2)</b>	Provides evidence of the ability to adopt an appropriate epistemological approach to interacting with a text, and engages with texts as part of a continual dialogue within and beyond a discipline or a community of readers.	Articulates an understanding of the multiple ways of interacting with a text and the range of interpretive strategies particular to one's discipline(s) or in a given community of readers.	Demonstrates the ability to interact with texts purposefully, choosing among interpretive strategies depending on the purpose of the reading.	Can identify purpose(s) for interacting with a text, relying on an external authority such as an instructor for clarification of the task.
<b>Reader's Voice (C2)</b>	Discusses texts with an independent intellectual and ethical disposition so as to further or maintain disciplinary conversations.	Elaborates on texts through interpretation of questioning so as to deepen or enhance an ongoing discussion.	Discusses texts in structured conversations in ways that contribute to a basic shared understanding of the text.	Comments about texts in ways that preserve the author's meanings and link them to the assignment.