

Core Competencies	Performance Criteria: Humanities 101 and Humanities 102					
	6 = Highly Effective	5 = Somewhat Effective	4 = Satisfactory	3 = Developing	2 = Poor	1 = Unsatisfactory
Holistic Assessment Holistic Concepts	Based on an overall view of the learning outcomes for this class, my holistic assessment is that the student has submitted excellent work on the assignment under review.	Based on an overall view of the learning outcomes for this class, my holistic assessment is that the student has submitted very good work on the assignment under review.	Based on an overall view of the learning outcomes for this class, my holistic assessment is that student has submitted average work on the assignment under review.	Based on an overall view of the learning outcomes for this class, my holistic assessment is that the student has submitted below average work on the assignment under review.	Based on an overall view of the learning outcomes for this class, my holistic assessment is that the student has submitted work that is at a level of near failure on the assignment under review.	Based on an overall view of the learning outcomes for this class, my holistic assessment is that student has submitted work that is at a level of failure on the assignment under review.
Rhetorical Knowledge Basic concepts	Demonstrates an excellent understanding of rhetorical knowledge by always doing the following: focusing on a purpose; responding to the needs of different audiences; responding appropriately to different kinds of rhetorical situations; using conventions of format and structure appropriate to the rhetorical situation; adopting appropriate voice, tone, and level of formality; understanding how genres shape reading and writing; writing in several genres.	Demonstrates some understanding about rhetorical knowledge by sometimes doing a few of the following: focusing on a purpose; responding to the needs of different audiences; responding appropriately to different kinds of rhetorical situations; using conventions of format and structure appropriate to the rhetorical situation; adopting appropriate voice, tone, and level of formality; understanding how genres shape reading and writing; writing in several genres.	Demonstrates some understanding about rhetorical knowledge by sometimes doing a few of the following: focusing on a purpose; responding to the needs of different audiences; responding appropriately to different kinds of rhetorical situations; using conventions of format and structure appropriate to the rhetorical situation; adopting appropriate voice, tone, and level of formality; understanding how genres shape reading and writing; writing in several genres.	Is still learning about rhetorical knowledge; can only occasionally complete tasks related to this category.	Demonstrates a need to learn about rhetorical knowledge; rarely completes tasks related to this category.	Does not have an understanding of rhetorical knowledge.
Rhetorical Knowledge Focus on a purpose	One of the following purposes is explicitly stated or cleverly implied: entertainment, information, persuasion, call to action, etc.; focus on the purpose is maintained throughout the text by supporting details and/or references to sources.	The purpose is explicitly stated in the text; focus is frequently maintained throughout the text by some supporting details and/or references to sources.	The purpose is not clearly stated in the text but is discernible by a reader; focus is occasionally made clear in the text by one or two supporting details and/or one or two references to sources.	The purpose is only implied in the text; focus on the purpose is not regularly maintained; extraneous details may deter clarity of purpose; little to no references to sources are used to support the purpose.	A purpose is not made clear in the text, but a purpose could be inferred by a reader, given the content.	Text does not have a purpose; no focus on a purpose is apparent.
Rhetorical Knowledge Respond to the needs of different audiences	Project shows a clear connection to the intended audience(s) throughout the text by appropriate content and language that demonstrates explicit understanding of the age, class, background experience, education, culture, etc. of the audience(s).	Project shows a connection to the intended audience(s) throughout most of the text by appropriate content and language that demonstrates a moderate understanding of the age, class, background experience, education, culture, etc. of the audience(s).	Project shows a tenuous connection to the intended audience(s) throughout some of the text by content and language that frequently demonstrates an some understanding of the age, class, background experience, education, culture, etc. of the audience(s).	Text does not demonstrate a clear connection to the intended audience(s); content and language regularly vary regarding an understanding of the age, class, background experience, education, culture, etc. of the audience(s).	Text has no clear or implied audience(s); content and language vary greatly and do not show an understanding of the age, class, background experience, education, culture, etc. of the audience(s).	No understanding of audience is displayed in the text through appropriate attention to content or language.
Rhetorical Knowledge Respond appropriately to different rhetorical situations	Always responds to the rhetorical situation by demonstrating, through the text, appropriate knowledge of the following: the context in which writing happens; the purpose; the audience; the topic; and the culture in which writing takes place, etc.	Usually responds to the rhetorical situation by demonstrating, through the text, appropriate knowledge of most of the following: the context in which writing happens; the purpose; the audience; the topic; and the culture in which writing takes place, etc.	Sometimes responds to the rhetorical situation by demonstrating, through the text, some appropriate knowledge of a few of the following: the context in which writing happens; the purpose; the audience; the topic; and the culture in which writing takes place, etc.	Only occasionally responds to the rhetorical situation by demonstrating, through the text, knowledge of one or two of the following: the context in which writing happens; the purpose; the audience; the topic; and the culture in which writing takes place, etc.	Rarely responds to the rhetorical situation by demonstrating, through the text, knowledge of at least one of the following: the context in which writing happens; the purpose; the audience; the topic; and the culture in which writing takes place, etc.	Does not respond to the different rhetorical situations.
Rhetorical Knowledge Use conventions of format and structure appropriate to the rhetorical situation	Always shows an understanding of appropriate format in any rhetorical situation by adhering to conventions of a disciplinary style when required, or in a format and structure appropriate to the moment.	Usually shows an understanding of appropriate format in any rhetorical situation by adhering to conventions of a disciplinary style when required, or in a format and structure appropriate to the moment.	Sometimes shows an understanding of appropriate format in several rhetorical situations by adhering to conventions of a disciplinary style when required, or in a format and structure appropriate to the moment.	Only occasionally shows an understanding of appropriate format in one or two rhetorical situations by adhering to conventions of a disciplinary style when required but often applies an inappropriate format and structure.	Rarely shows an understanding of format in any rhetorical situation, rarely adheres to conventions of a disciplinary style when required, and frequently applies an inappropriate format and structure.	Almost never shows an understanding of format in any rhetorical situation, never adheres to conventions of a disciplinary style when required, and regularly applies an inappropriate format and structure.
Rhetorical Knowledge Adopt appropriate voice, tone, and level of formality	Always adopts appropriate voice, tone, and level of formality, distinguishing various nuances of the writer/reader relationship through word choice, syntax, and structure.	Usually adopts appropriate voice, tone, and level of formality, distinguishing some nuances of the writer/reader relationship through word choice, syntax, and structure.	Sometimes adopts appropriate voice, tone, and level of formality, occasionally distinguishing various nuances of the writer/reader relationship through word choice, syntax, and structure.	Only occasionally adopts appropriate voice, tone, and level of formality, but only distinguishes nuances of the writer/reader relationship through one or two of the following: word choice, syntax, and structure.	Rarely adopts appropriate voice, tone, and level of formality; does not distinguish nuances of the writer/reader relationship through: word choice, syntax, and structure; often includes varying voice, tone, and level of formality.	Almost never adopts appropriate voice, tone, or level of formality; does not distinguish nuances of the writer/reader relationship through: word choice, syntax, and structure; always includes varying voice, tone, and level of formality.
Rhetorical Knowledge Understand how genres shape reading and writing	Fully understands that in order to master writing in a genre, reading in that genre is necessary; analyzes genres as a reader and writer and further, understands that reading and writing in genres over time can help develop sophisticated literacy growth.	Somewhat understands that in order to master writing in a genre, reading in that genre is necessary; works to analyze genres as a reader and writer and further, begins to understand that reading and writing in genres over time can help develop sophisticated literacy growth.	Attempts to understand that in order to write in a genre, reading in that genre is necessary; attempts to analyze genres as a reader and writer; has some understanding of the role reading and writing in genres plays in literacy growth.	Infrequently attempts to understand that in order to write in a genre, reading in that genre is necessary; rarely attempts to analyze genres as a reader and writer.	Rarely attempts to understand that in order to write in a genre, reading in that genre is necessary; rarely attempts to analyze genres as a reader and writer.	Does not understand how genres shape reading and writing.

Rhetorical Knowledge Write in several genres	Writes in five or six genres and shows a level of mastery in all attempted genres that is appropriate to extended study and analysis of multiple genres through reading and discussion.	Writes in four to five genres and shows some level of mastery appropriate to extended study and analysis of multiple genres through reading and discussion.	Writes in three to four genres and shows some understanding of the genres that is appropriate to study and analysis of multiple genres through reading and discussion.	Writes in two to three genres and occasionally shows an understanding of the attempted genres that is appropriate to study and analysis of multiple genres through reading and discussion.	Writes in two genres and rarely shows an understanding of those genres that would result from study and analysis.	Writes in one genre with little to no understanding of writing in multiple genres.
Critical Thinking, Reading, and Writing Basic concepts	Always demonstrates an understanding of and the ability to apply the following critical thinking, reading, and writing strategies: use writing and reading for inquiry, learning, thinking, and communicating; always understands a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources; always integrates his/her own ideas with those of others; always understands the relationships among language, knowledge, and power.	Usually demonstrates an understanding of and ability to apply critical thinking, reading, and writing strategies, such as: uses writing and reading for inquiry, learning, thinking, and communicating; usually understands a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources; usually integrates his/her own ideas with those of others; usually understands the relationships among language, knowledge, and power.	Sometimes demonstrates an understanding of and ability to apply critical thinking, reading, and writing strategies, such as: uses writing and reading for inquiry, learning, thinking, and communicating; some times understands a writing assignment as a series of tasks, including some of the following finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources; usually integrates his/her own ideas with those of others; usually understands the relationships among language, knowledge, and power.	Still learning about critical thinking, reading, and writing, and can only occasionally understand or apply the concepts related to this category.	Still needs to learn about critical thinking, reading, and writing and can rarely understand and/or apply the concepts related to this category.	Does not understand the strategies necessary to grow in critical thinking, reading, and writing.
Critical Thinking, Reading, and Writing Use writing and reading for inquiry, learning, thinking, and communicating	Always demonstrates detailed and extensive understanding of and engagement with course content through writing and conversation, including the following: " Identifying and explaining issues " Questioning claims " Evaluating evidence " Making connections " Articulating personal response " Acknowledging other points of view	Usually demonstrates some detailed understanding of course content through writing and conversation, including four of the six measures of critical thinking: " Identifying and explaining issues " Questioning claims " Evaluating evidence " Making connections " Articulating personal response " Acknowledging other points of view	Sometimes demonstrates understanding of course content through writing and conversation, including three of the six measures of critical thinking.	Only occasionally demonstrates engagement with course content through writing or conversation, including one or two of the measures of critical thinking.	Rarely demonstrates engagement with course content through writing or conversation, including one of the measures of critical thinking.	Almost never demonstrates engagement with course content through writing or conversation.
Critical Thinking, Reading, and Writing Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources	Always displays an understanding of writing as a series of tasks by working through the process of finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources; text shows evidence of this understanding through the correct use of sources pertinent to the paper topic and through the bibliography (works cited and/or works consulted).	Usually displays an understanding of writing as a series of tasks by working through most of the process of finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources; text usually shows evidence of this understanding through an attempt to correctly use sources pertinent to the paper topic and in the bibliography (works cited and/or works consulted).	Sometimes displays an understanding of writing as a series of tasks by working through some of the following: finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources; text shows evidence of an attempt to correctly use sources pertinent to the paper topic and through an attempt to create a bibliography (works cited and/or works consulted).	Only occasionally displays an understanding of writing as a series of tasks by working through one or two of the following: finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources; text shows some evidence of an attempt to refer to sources pertinent to the paper topic and through an attempt to create a bibliography (works cited and/or works consulted).	Rarely displays an understanding of writing as a series of tasks by completing only one of the following: finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources; text shows little evidence of an attempt to refer to sources pertinent to the paper topic and may or may not contain a bibliography (works cited and/or works consulted).	Does not understand writing as a series of tasks; text reflects no reference to primary or secondary sources and may or may not contain any bibliographic material.
Critical Thinking, Reading, and Writing Integrate own ideas with those of others	Always demonstrates a clear connection between the ideas of others and own ideas through writing and discussion; always refers to the ideas of others as points of departure from and/or support for own thinking; elaborates upon and extends own thinking and the ideas of others.	Usually demonstrates a clear connection between the ideas of others and own ideas through writing and discussion; usually refers to the ideas of others as points of departure from or support for own thinking; usually elaborates upon and extends own thinking and the ideas of others.	Sometimes demonstrates a connection between the ideas of others and own ideas through writing and/or discussion; sometimes refers to the ideas of others as points of departure from or support for own thinking; sometimes elaborates upon and extends own thinking and the ideas of others.	Only occasionally demonstrates a tenuous connection between the ideas of others and own ideas through writing and/or discussion; may need a prompt to make connections; only occasionally refers to the ideas of others as points of departure from or as support for own thinking.	Rarely demonstrates much connection between the ideas of others and own ideas through writing or discussion; may need repeated prompts to make connections; rarely refers to the ideas of others as points of departure from or as support for own thinking.	Almost never demonstrates any connection between the ideas of others and own ideas through either writing or discussion; may not make connections even with prompts; almost never refers to own thinking or the ideas of others.
Critical Thinking, Reading, and Writing Understand the relationships among language, knowledge, and power	Always understands the relationships among language, knowledge, and power demonstrated through the creation of text that includes appropriate language for a specific audience, knowledge of the content and context, and a sense of the possible power the text may have when read by the intended audience.	Usually understands the relationships among language, knowledge, and power demonstrated through the creation of text that includes some of the following: appropriate language for a specific audience, knowledge of the content and context, and a sense of the possible power the text may have when read by the intended audience.	Sometimes understands the relationships among one or two of the following: language, knowledge, and power, sometimes demonstrated through the creation of text that includes at least one of the following: appropriate language for a specific audience, knowledge of the content and context, and a sense of the possible power the text may have when read by the intended audience.	Only occasionally understands the relationships among one or two of the following: language, knowledge, and power, only occasionally demonstrated through the creation of text that may include one of the following: appropriate language for a specific audience, knowledge of the content and context, and a sense of the possible power the text may have when read by the intended audience.	Rarely demonstrates an understanding of the relationships between language, knowledge, and power; text does not appear to be appropriate for the audience, contains little knowledge of content and context, nor a compelling sense that the text has power to affect the audience.	Does not demonstrate an understanding of the relationships between language, knowledge, and power; text is not appropriate for the audience, contains no knowledge of content and context, and no sense of the power of text to affect the audience.

Processes Basic concepts	Always understands and practices writing processes through the following: demonstrates an awareness that it usually takes multiple drafts to create and complete a successful text; develops and uses flexible strategies for generating, revising, editing, and proof-reading; understands writing as an open process that permits writers to use later invention and re-thinking to revise their work; understands the collaborative and social aspects of writing processes; learns to critique both own and others' works; learns to balance the advantages of relying on others with the responsibility of doing one's part; uses a variety of technologies to address a range of audiences.	Usually understands and practices writing processes through the following: demonstrates an awareness that it usually takes multiple drafts to create and complete a successful text; develops and uses flexible strategies for generating, revising, editing, and proof-reading; understands writing as an open process that permits writers to use later invention and re-thinking to revise their work; understands the collaborative and social aspects of writing processes; learns to critique own and others' works; learns to balance the advantages of relying on others with the responsibility of doing one's part; uses a variety of technologies to address a range of audiences.	Sometimes understands and practices a multi-stage writing process through the following: demonstrates an awareness that it usually takes multiple drafts to create and complete a successful text; develops and uses flexible strategies for generating, revising, editing, and proof-reading; understands writing as an open process that permits writers to use later invention and re-thinking to revise their work; understands the collaborative and social aspects of writing processes; learns to critique own and others' works; learns to balance the advantages of relying on others with the responsibility of doing one's part; uses a variety of technologies to address a range of audiences.	Still learning to understand the processes of writing and only occasionally applies a few of the concepts in this category to own writing.	Still needs to learn about the processes of writing, rarely applying any of the concepts in this category to own writing.	Does not understand the processes of writing.
Processes Be aware that it usually takes multiple drafts to create and complete a successful text	Always uses multiple drafts as appropriate and can produce evidence of any steps of a writing process as assigned: planning, drafting, peer review, other review, revision/editing, proofreading and an understanding that the writing process is individual and adapted to particular projects.	Usually uses multiple drafts as appropriate and can produce evidence of several of the steps in a writing process as assigned: planning, drafting, peer review, other review, revision/editing, proofreading and an understanding that the writing process is individual and adapted to particular projects.	Sometimes uses multiple drafts as appropriate and can produce evidence of a few steps in a writing process: planning, drafting, peer review, other review, revision/editing, proofreading and may show an understanding that the writing process is individual and adapted to particular projects.	Only occasionally uses multiple drafts as appropriate and can produce evidence of only a one or two steps in a writing process: planning, drafting, peer review, other review, revision/editing, proofreading and may only occasionally show an understanding that the writing process is individual.	Rarely uses multiple drafts as appropriate and can rarely produce evidence of only one or two steps in a writing process.	Almost never uses multiple drafts as appropriate and can never produce evidence employing steps in a writing process.
Processes Develop flexible strategies for generating, revising, editing, and proof-reading	Always employs multiple approaches to generating, revising, editing, and proof-reading text; flexible strategies are always apparent through a commitment to the writing process.	Usually employs multiple approaches to generating, revising, editing, and proof-reading text; flexible strategies are usually apparent through a commitment to the writing process.	Sometimes employs one or two approaches to generating, revising, editing, and proof-reading text; some flexible strategies are apparent through a commitment to the writing process.	Only occasionally employs one or two approaches to generating, revising, editing, and proof-reading text; occasionally flexible strategies are apparent through a commitment to the writing process.	Rarely employs varied approaches to generating, revising, editing, and proof-reading text; flexible strategies are rarely apparent through a commitment to the writing process.	Almost never employs flexible strategies for revising, editing, and proof-reading.
Processes Understand writing as an open process that permits writers to use later invention and re-thinking to revise work	Always understands writing as an open process allowing an iterative experience through the production of a text including invention and re-thinking as part of revision; actively engages in revising work.	Usually understands writing as an open process, usually allowing an iterative experience through the production of a text including invention and re-thinking as part of revision.	Sometimes understands writing as an open process, sometimes allowing an iterative experience through the production of a text including invention and re-thinking as part of revision.	Only occasionally understands writing as an open process only occasionally revising a text through new invention strategies and re-thinking a text.	Rarely understands writing as an open process, only occasionally revising a text through new invention strategies and re-thinking a text; rarely revises own work.	Does not understand that writing is an open process that permits writers to use later invention and re-thinking to revise work; almost never revises own work.
Processes Understand the collaborative and social aspects of writing processes	Always understands the collaborative and social aspects of the writing process by always engaging with others to create texts, talk about texts, or review own work by asking for content, structural, or grammatical feedback.	Usually understands the collaborative and social aspects of the writing process by usually engaging with others to create texts, talk about texts, or review own work by asking for content, structural, or grammatical feedback.	Sometimes understands the collaborative and social aspects of the writing process by sometimes engaging with others to create texts, talk about texts, or review own work by asking for content, structural, or grammatical feedback.	Only occasionally understands the collaborative and social aspects of the writing process by only occasionally engaging with others to create texts, talk about texts, or review own work by asking for content, structural, or grammatical feedback; only occasionally participates in collaborative opportunities.	Rarely understands the collaborative and social aspects of the writing process by rarely engaging with others for any purpose; rarely participates in collaborative opportunities.	Almost never understands the collaborative and social aspects of the writing process; does not participate in collaborative opportunities.
Processes Learn to critique their own and others' works	Has fully learned to critique own work by being able to ask for specific feedback from multiple readers; has learned to critique the work of others through oral and written response offering appropriate feedback according to specific elements of the text: audience, purpose, genre, language conventions, etc.	Has mostly learned to critique own work by being able to ask for specific feedback from multiple readers; has learned to critique the work of others through oral and/or written response offering appropriate feedback according to specific elements of the text: audience, purpose, genre, language conventions, etc.	Has somewhat learned to critique own work by being able to ask for feedback from a few readers; has learned to critique the work of others through oral and/or written response offering some appropriate feedback according to some elements of the text: audience, purpose, genre, language conventions, etc.	Is still learning to critique own work by being able to ask for feedback from a reader or two; is still learning to critique the work of others through oral and written response; may offer appropriate feedback according to one or more elements of the text: audience, purpose, genre, language conventions, etc.	Needs to learn how to critique own work by asking for specific response according to needs; still needs to learn to critique the work of others through oral and written response; needs to learn to offer appropriate feedback according to at least one elements of the text: audience, purpose, genre, language conventions, etc.	Has not learned to critique own work or the work of others.

Processes Learn to balance the advantages of relying on others with the responsibility of doing one's part	Has fully learned to balance the advantages of relying on others with the responsibility of doing own part by using all opportunities available to develop growth and skill in creating texts that fully meet the needs of a rhetorical situation; always uses learning experiences to guide additional growth; can always rely on others and work independently as needed.	Has mostly learned to balance the advantages of relying on others with the responsibility of doing own part by using most opportunities available to develop growth and skill in creating texts that usually meet the needs of a rhetorical situation; usually uses learning experiences to guide additional growth; can usually rely on others and work independently as needed.	Has somewhat learned to balance the advantages of relying on others with the responsibility of doing own part by using some opportunities available to develop growth and skill in creating texts that somewhat meet the needs of a rhetorical situation; somewhat uses learning experiences to guide additional growth; can sometimes work with others or independently as needed.	Still learning to balance the advantages of relying on others with the responsibility of doing own part; still learning to use opportunities available to develop growth and skill in creating texts that begin to meet the needs of a rhetorical situation; still learning to determine own path for developing as a writer; still learning to rely on others and work independently as needed.	Needs to learn to balance the advantages of relying on others with the responsibility of doing own part; still needs to learn to use opportunities available to develop growth and skill in creating texts that can meet the needs of a rhetorical situation; needs to learn how to rely on others and work independently as needed.	Has not learned to balance independent growth with reliance on others; may require substantial support from others.
Processes Use a variety of technologies to address a range of audiences	Always uses a variety of technologies to address a range of audiences; technology may include: paper/pen, email, electronic texts, document design, speech, film, photographs, blogs, wikis, Second Life, etc.; always matches the appropriate technology to the intended audience.	Usually uses a variety of technologies to address a range of audiences; technology may include some but not all of the following: paper/pen, email, electronic texts, document design, speech, film, photographs, blogs, wikis, Second Life, etc.; usually matches the appropriate technology to the intended audience.	Sometimes uses a variety of technologies to address a range of audiences; technology may include a few of the following: paper/pen, email, electronic texts, document design, speech, film, photographs, blogs, wikis, Second Life, etc.; sometimes matches the appropriate technology to the intended audience.	Only occasionally uses a variety of technologies to address a range of audiences; technology may include one or two of the following: paper/pen, email, electronic texts, document design, speech, film, photographs, blogs, wikis, Second Life, etc.; only occasionally matches the appropriate technology to the intended audience.	Rarely uses a variety of technologies to address a range of audiences; technology may include one of the following: paper/pen, email, electronic texts, document design, speech, film, photographs, blogs, wikis, Second Life, etc.; rarely matches the appropriate technology to the intended audience.	Almost never uses a variety of technologies to address a range of audiences; relies on paper/pen or simple electronic texts; does not attempt to match the appropriate technology with an audience.
Knowledge of Conventions Basic Concepts	Always demonstrates a knowledge of conventions through the following: learns common formats for different kinds of texts; develops and applies knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics; practices appropriate means of documenting work; controls such features grammar, usage, mechanics, style, organization, development, lexical complexity, and topic specific vocabulary.	Usually demonstrates a knowledge of conventions through the following: learns common formats for different kinds of texts; develops and applies knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics; practice appropriate means of documenting their work; controls such features grammar, usage, mechanics, style, organization, development, lexical complexity, and topic specific vocabulary.	Sometimes demonstrates a knowledge of conventions through the following: learns common formats for different kinds of texts; develops and applies knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics; practice appropriate means of documenting their work; controls such features grammar, usage, mechanics, style, organization, development, lexical complexity, and topic specific vocabulary.	Still acquiring knowledge of conventions, only occasionally demonstrating, through own writing, a few concepts in this category.	Still needs to acquire knowledge of conventions, rarely demonstrating any understanding of the concepts in this category.	Does not understand nor is able to apply knowledge of conventions in own writing.
Knowledge of Conventions Learn common formats for different kinds of texts	Has fully learned common formats for different kinds of texts; always demonstrates facility with formats throughout the creation of several texts; formats might include MLA, brochures, lab reports, proposals, memoranda, letters, etc.	Has mostly learned common formats for different kinds of texts; can usually demonstrate facility with formats throughout the creation of several texts; formats might include MLA, brochures, lab reports, proposals, memoranda, letters, etc.	Has somewhat learned common formats for different kinds of texts; can sometimes demonstrate facility with formats throughout the creation of some texts; formats might include MLA, brochures, lab reports, proposals, memoranda, letters, etc.	Is still learning common formats for different kinds of texts; is still learning to demonstrate facility with some formats throughout the creation of one or two texts; formats might include MLA, brochures, lab reports, proposals, memoranda, letters, etc.	Needs to learn common formats for different kinds of texts; formats might include MLA, brochures, lab reports, proposals, memoranda, letters, etc.	Has not learned common formats for different kinds of texts.
Knowledge of Conventions Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics	Has developed knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics; reads and writes in multiple genres and applies knowledge of genre conventions to analysis in reading, and invention in writing.	Has mostly developed knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics; reads and writes in multiple genres and usually applies knowledge of genre conventions to analysis in reading, and invention in writing.	Has somewhat developed knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics; reads and writes in multiple genres and sometimes applies knowledge of genre conventions to analysis in reading, and invention in writing.	Is still developing genre conventions ranging from structure and paragraphing to tone and mechanics; reads and writes in a few genres and occasionally applies knowledge of a few genre conventions to analysis in reading, and invention in writing.	Needs to develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics; is still learning to read and write in one or two genres and needs to learn to apply knowledge of one or two genre conventions to analysis in reading, and invention in writing.	Almost never develops knowledge of genre conventions; does not apply knowledge of any genre conventions to analysis in reading, and invention in writing.
Knowledge of Conventions Practice appropriate means of documenting work	Always practices appropriate means of documenting work through clear use and citation of references and strong evidence of reliance on a writing process.	Usually practices appropriate means of documenting work through use and citation of references and evidence of reliance on a writing process.	Sometimes practices appropriate means of documenting work through some use and citation of references and some evidence of reliance on a writing process.	Only occasionally practices appropriate means of documenting work through occasional use and citation of references and occasional evidence of reliance on a writing process.	Rarely practices appropriate means of documenting his/her work, rarely using or citing references and rarely offering evidence of any writing process.	Almost never practices appropriate means of documenting his/her work; no evidence of reliance on other sources or a writing process.
Knowledge of Conventions Control such features as syntax grammar, punctuation, and spelling	Always controls features of text such as grammar, usage, mechanics, style, organization, development, lexical complexity, and topic specific vocabulary; demonstrates commitment to such control through rigorous proof-reading process.	Usually controls features of text such as grammar, usage, mechanics, style, organization, development, lexical complexity, and topic specific vocabulary; demonstrates commitment to such control through proof-reading.	Sometimes controls features of text such as grammar, usage, mechanics, style, organization, development, lexical complexity, and topic specific vocabulary; demonstrates some commitment to such control through proof-reading.	Only occasionally controls features of text such as grammar, usage, mechanics, style, organization, development, lexical complexity, and topic specific vocabulary; occasionally demonstrates commitment to such control through proof-reading.	Rarely controls features of text such as grammar, usage, mechanics, style, organization, development, lexical complexity, and topic specific vocabulary; rarely demonstrates commitment to such control through proof-reading.	Almost never controls features of text such as grammar, usage, mechanics, style, organization, development, lexical complexity, and topic specific vocabulary; almost never demonstrates commitment to such control through proof-reading.

Composing in Electronic Environments Basic concepts	Always uses electronic environments for drafting, reviewing, revising, editing, and sharing texts; always locates, evaluates, organizes, and uses research material collected from electronic sources, including scholarly library databases, other official databases (e.g., federal government databases), and informal electronic networks and internet sources; always understands and exploits the differences in the rhetorical strategies and in the advantages and forms available for both print and electronic composing processes and texts.	Usually uses electronic environments for drafting, reviewing, revising, editing, and sharing texts; usually locates, evaluates, organizes, and uses research material collected from electronic sources, including scholarly library databases, other official databases (e.g., federal government databases), and informal electronic networks and internet sources; usually understands and exploits the differences in the rhetorical strategies and in the advantages and forms available for both print and electronic composing processes and texts.	Sometimes uses electronic environments for some of the following: drafting, reviewing, revising, editing, and sharing texts; sometimes locates, evaluates, organizes, and/or uses research material collected from electronic sources, sometimes including scholarly library databases, other official databases (e.g., federal government databases), and informal electronic networks and internet sources; sometimes understands and exploits the differences in the rhetorical strategies and in the advantages and forms available for both print and electronic composing processes and texts.	Still learning how to compose in and think through electronic environments.	Still needs to learn how to use electronic environments for composing, research, and continued intellectual growth.	Does not compose in electronic environments.
Composing in Electronic Environments Use electronic environments for drafting, reviewing, revising, editing, and sharing texts	Always uses electronic environments when relevant for drafting, reviewing, revision, editing, and sharing texts; demonstrates outstanding skill in working through the writing process electronically with own work and working with others collaboratively.	Usually uses electronic environments when relevant for drafting, reviewing, revision, editing, and sharing texts; usually demonstrates skill in working through the writing process electronically with own work and working with others collaboratively.	Sometimes uses electronic environments for drafting, reviewing, revision, editing, and sharing texts; demonstrates some skill in working through the writing process electronically with own work and working with others collaboratively.	Only occasionally uses electronic environments for drafting, reviewing, revision, editing, and sharing texts; occasionally works through the writing process electronically with own work and/or occasionally work with others collaboratively in an electronic environment.	Rarely uses electronic environments for drafting, reviewing, revision, editing, and sharing texts; rarely works through the writing process electronically with own work and rarely works with others collaboratively in an electronic environment.	Almost never uses electronic environments for drafting, reviewing, revision, editing own work, or for sharing texts and working collaboratively with others.
Composing in Electronic Environments Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official databases (e.g., federal government databases); and informal electronic networks and Internet sources	Always able to locate, evaluate, organize, and use research material collected from electronic sources, including: scholarly library databases; other official databases (e.g., federal government databases); informal electronic networks; and Internet sources; always correctly uses and cites a variety of sources to support own work.	Usually able to locate, evaluate, organize, and use research material collected from electronic sources, including: scholarly library databases; other official databases (e.g., federal government databases); informal electronic networks; and Internet sources; usually correctly uses and cites multiple sources to support own work.	Sometimes able to locate, evaluate, organize, and use research material collected from some of the following: electronic sources, including scholarly library databases, other official databases (e.g., federal government databases), informal electronic networks, and Internet sources; may sometimes correctly use and cite a few sources to support own work.	Only occasionally able to do some of the following: locate, evaluate, organize, and use research material collected from electronic sources that include scholarly library databases, other official databases (e.g., federal government databases), informal electronic networks, and Internet sources; may only occasionally uses and/or cites a source to support own work.	Rarely able to do any of the following: locate, evaluate, organize, or use research material collected from electronic sources that include scholarly library databases, other official databases (e.g., federal government databases), informal electronic networks, and Internet sources; rarely uses and/or cites a source to support own work.	Almost never able to do any of the following: locate, evaluate, organize, and use research material collected from electronic sources that include scholarly library databases, other official databases (e.g., federal government databases), informal electronic networks, and Internet sources.
Composing in Electronic Environments Understand and exploit the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts	Always understands and exploits the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts by employing appropriate strategies for any media in the successful construction of an effective text.	Usually understands and exploits the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts by usually employing appropriate strategies for any media in the construction of an effective text.	Sometimes understands and exploits the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts by sometimes employing strategies for some media in the construction of a text.	Only occasionally understands and exploits the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts by occasionally employing strategies for one or two media in the construction of a text.	Rarely understands or exploits the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts; rarely employs appropriate rhetorical strategies for one medium in the construction of a text.	Almost never understands or exploits the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts; almost never employs any rhetorical strategies for any media in the construction of a text.
Information Literacy Basic Concepts	The student has submitted excellent work that demonstrates a high level of information literacy.	The student has submitted very good work that demonstrates a very good level of information literacy.	The student has submitted average work that demonstrates a satisfactory of information literacy.	The student has submitted below average work that demonstrates an unsatisfactory level of information literacy.	The student has submitted work that is at a level of near failure in information literacy competency.	The student has submitted work that is at a level of failure in information literacy competency.
Information Literacy: Citation	The student has submitted excellent work in citing sources so that the original source can be easily found.	The student has submitted very good work in citing sources so that the original source can be easily found.	The student has submitted average work in citing sources so that the original source can be easily found.	The student has submitted below average work in citing sources so that the original source can be easily found.	The student has submitted work that is at a level of near failure in citing sources so that the original source can be easily found.	The student has submitted work that is at a level of failure on the assignment under review.
Information Literacy: Evidence of Independent Research	The student has submitted excellent work in citing a variety of sources beyond those assigned by the instructor.	The student has submitted very good work in citing a variety of sources beyond those assigned by the instructor.	The student has submitted average work in citing a variety of sources beyond those assigned by the instructor.	The student has submitted below average work in citing a variety of sources beyond those assigned by the instructor.	The student has submitted work that is at a level of near failure in citing a variety of sources beyond those assigned by the instructor.	The student has submitted work that is at a level of failure in citing a variety of sources beyond those assigned by the instructor.
Information Literacy: Appropriateness	The student has done excellent work identifying valid sources that have been reliably reviewed by those recognized as knowledgeable about the topic at hand, selecting sources that offer time-appropriate views on that topic, and ensuring that the sources used are adequate to support the demands of the topic.	The student has done very good work identifying valid sources that have been reliably reviewed by those recognized as knowledgeable about the topic at hand, selecting sources that offer time-appropriate views on that topic, and ensuring that the sources used are adequate to support the demands of the topic.	The student has done average work identifying valid sources that have been reliably reviewed by those recognized as knowledgeable about the topic at hand, selecting sources that offer time-appropriate views on that topic, and ensuring that the sources used are adequate to support the demands of the topic.	The student has done below average work identifying valid sources that have been reliably reviewed by those recognized as knowledgeable about the topic at hand, selecting sources that offer time-appropriate views on that topic, and ensuring that the sources used are adequate to support the demands of the topic.	The student has done work that is at a level of near failure identifying valid sources that have been reliably reviewed by those recognized as knowledgeable about the topic at hand, selecting sources that offer time-appropriate views on that topic, and ensuring that the sources used are adequate to support the demands of the topic.	The student has demonstrated work that is at a level of failure identifying valid sources that have been reliably reviewed by those recognized as knowledgeable about the topic at hand, selecting sources that offer time-appropriate views on that topic, and ensuring that the sources used are adequate to support the demands of the topic.

Information Literacy: Integration	The student has submitted excellent work that demonstrates an authentic use of sources to interpret, deepen, and reflect on the topic at hand.	The student has submitted very good work that demonstrates an authentic use of sources to interpret, deepen, and reflect on the topic at hand.	The student has submitted average work that demonstrates an authentic use of sources to interpret, deepen, and reflect on the topic at hand.	The student has submitted below average work in demonstrating an authentic use of sources to interpret, deepen, and reflect on the topic at hand.	The student has submitted work that is at a level of near failure in demonstrating an authentic use of sources to interpret, deepen, and reflect on the topic at hand.	The student has submitted work that is at a level of failure in demonstrating an authentic use of sources to interpret, deepen, and reflect on the topic at hand.
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