

**Appendix A: Top 25 ENG 111 – Outcomes-based Assessment Rubric for Portfolio Assessment
 Fall 2010, Assessment of Student Writing from Traditional, Brick-and-Mortar Classrooms
 Summer & Fall 201, Assessment of Student Writing from Online Classrooms**

| Portfolio demonstrates ability to: | 1 Does Not Meet Expectations | 2 Minimally Meets Expectations | 3 Meets Expectations | 4 Exceeds Expectations |
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| Articulate and reflect critically on your own composing practices and rhetorical decision-making, including your decisions about the production and delivery of writing. | Fails to articulate and reflect on composing processes and rhetorical decision-making. | Demonstrates some critical reflection, but lacks depth and complexity and/or may consider composing but not rhetoric or vice-versa. | Demonstrates adequate critical reflection on composing practices and rhetorical. Supports claims adequately. | Demonstrates in-depth, complex, and nuanced critical reflection on composing processes and rhetorical decision-making. |
| Analyze and evaluate others' writing and uses of rhetoric. | Fails to engage in critical reflection of others' rhetorical choices. | Demonstrates some critical reflection, but lacking in-depth and critical analysis. May also focus more on summary than analysis. | Demonstrates critical reflection on others' rhetorical choices. May have few brief moments where analysis is not as strong as it could be, but overall the analysis is clear and persuasive. | Demonstrates a nuanced and complex critical analysis and evaluation of others' use of rhetoric. |
| Apply principles of rhetoric and composition to produce writing for specific audiences, purposes, and contexts, especially academic contexts. | Fails to write effectively for audience, purpose, context. | Demonstrates some application of rhetorical principles to write effectively for audience, purpose, context, but many errors or inclusion of ineffective rhetorical choices. Or demonstrates effectiveness in only one genre or for one particular audience (e.g., academic essay). | Demonstrates clear and effective writing for the audience, purpose, and context of the texts. | Demonstrates exemplary, sophisticated, and nuanced rhetorical decisions for audience, purpose, and context. |
| Write with awareness of multiple audiences and of differences among audiences. | Fails to demonstrate an ability write to multiple audiences or to show an awareness of differences of perspective. | Demonstrates some ability to write to multiple audiences but; raises possibility of other perspectives, in a cursory or inappropriate manner. | Demonstrates ability to write to multiple audiences and to consider differences of perspective among audiences. | Demonstrates exemplary ability to write to multiple audiences and to consider differences of perspective among audiences. |

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| <p>Develop and conduct research-based inquiries into academic/disciplinary questions and public issues.</p> | <p>Fails to demonstrate research-based inquiry into academic, disciplinary and/or public issues.</p> | <p>Demonstrates some research-based inquiry, but inquiry is superficial, lacking in depth or complexity or lacking in the ability to assert argumentative control over information presented.</p> | <p>Demonstrates research-based inquiry appropriate for first-year research papers. There may be a few brief moments where the argumentative control is weak.</p> | <p>Demonstrates exemplary research-based inquiry, delving in-depth into issues and establishing nuanced and sophisticated argumentative control.</p> |
| <p>Locate, evaluate, integrate, and cite sources effectively and ethically.</p> | <p>Fails to appropriately and ethically integrate and document sources.</p> | <p>Demonstrates numerous errors in using and documenting sources.</p> | <p>Demonstrates some errors in using and documenting sources.</p> | <p>Demonstrates few to no errors in using and documenting sources.</p> |
| <p>Use appropriate conventions of grammar, punctuation, and spelling (for audience, purpose, context) (**Note: Do not consider writer's letters in this category—only main projects. **)</p> | <p>Demonstrates extensive errors.</p> | <p>Demonstrates numerous errors, some which interfere with comprehension.</p> | <p>Demonstrates a few errors, but most are superficial and they do not interfere with comprehension.</p> | <p>Demonstrates few to no errors.</p> |