

EN 300: Portfolio Rubric for SLO Assessment

	Advanced (90%-100%)	Target (80%-89%)	Developing (70%-79%)	Beginning (0-69%)
Sources and Research	Skillfully uses substantial, credible sources and sophisticated research appropriate to the discipline and genre of the writing	Demonstrates sustained use of substantial credible sources and sophisticated research situated within the discipline and genre of the writing	Uses sources and research appropriate to the genre of the writing	Sources and research are either absent or inappropriate
Argumentation	Demonstrates and sustains complex ethical, logical, and purposeful argumentation; develops and supports a strong claim convincingly with assimilated ideas from well-chosen and carefully-evaluated evidence, as well as with effective but responsible appeals; recognizes and addresses objections and counter-arguments; is intellectually engaging and insightful	Demonstrates and sustains somewhat complex and mostly ethical, logical, and purposeful argumentation; develops and supports a reasonable claim plausibly in some detail with relevant and evaluated evidence, as well as with careful appeals; addresses an objection or counter-argument reasonably well; is thoughtfully written	Makes a clear claim, albeit an obvious or simplistic one, but does not sustain the argument consistently or convincingly throughout the paper; argumentation may lack development or detail, contain fallacies, employ unethical uses of language or irresponsible appeals, or lack support; recognizes an objection or a counter-argument but may only address it superficially or not at all; may be without a clear purpose and does not much engage the reader's intelligence	Does not take a position or make a clear, logical, or supported argument; does not mention objections or counter-arguments and so lacks intellectual complexity and depth; may be irresponsible or even offensive; is purposeless and often confusing
Analysis	Excels at creating a complex and sustained analysis through close reading and explication of texts	Effectively creates a complex and sustained analysis of texts	Analyzes texts but only superficially and/or inconsistently	Shows little or no evidence of analysis
Synthesis	Skillfully integrates concepts, interpretations, and controversies surrounding a topic in order to take a position	Summarizes and interacts with a topic in a productive way but may not fully integrate concepts or interpret controversies	Summarizes the texts but does not interact with them or explain connections among them	Superficially mentions texts but fails to explain their relevance
Forms and Conventions	Knowledgably applies the forms and conventions appropriate to a particular genre. Illustrates a mastery of organization, presentation, mechanics, grammar, formatting, and documentation in his or her writing.	Applies the forms and conventions appropriate to a particular genre. Effective use of organization, mechanics, formatting, and documentation with few or no grammatical errors.	Inconsistently applies the forms and conventions specific to a particular genre. Lacks a strong understanding of organization, mechanics, formatting, and documentation. Contains frequent grammatical lapses.	Lacks a basic understanding and application of the forms and conventions specific to a particular genre. Writing is disorganized, inconsistent, and pays little to no attention to disciplinary forms. Contains excessive grammatical errors that reduce clarity.
Rhetorical Situation	Consistently adapts writing to goals, audiences and/or contexts. Elegantly adjusts form and content according to the individual writing task.	Frequently adapts writing to goals, audiences and/or contexts. Adjusts form and content according to the individual writing task.	Sometimes adapts writing to goals, audiences and/or contexts. Shows limited ability to adjust form and content according to the individual writing tasks.	Rarely or never adapts writing to goals, audiences and/or contexts. Shows little or no adjustment of form and content according to the individual writing task.
Revision and Reflection	Revises substantially beyond instructor comments for intellectual depth, organization, unity, focus, and support. Evidence of critical and productive reflection on writing.	Revises substantially for organization, unity, focus and support. Reflects critically on writing.	Shows limited or superficial revision. Shows some reflection on writing.	Shows little or no revision or mistakes proofreading for revision. Fails to reflect on writing.

