Rubric linked to FWP outcomes – created fall 2018

**Rhetorical knowledge**

Rhetorical knowledge is the ability to analyze contexts and audiences and then to act on that analysis in comprehending and creating texts.[[1]](#footnote-1)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Exemplary | Advanced | Proficient | Developing | Unsatisfactory |
| Essay follows assignment guidelines/genre conventions, engages an appropriate audience, and maintains a clear purpose in a way that is fully engrossing and satisfying to read. | All assignment guidelines/genre conventions are followed.Moves are made throughout the essay to engage the appropriate audience. The purpose is clear throughout the entire essay.  | Most parts of the assignment guidelines / genre conventions of are followed correctly. The essay attempts to engage the appropriate audience, with only occasional lapses. The purpose is sustained throughout the essay. | Essay exhibits a few of the following issues: minor variations from assignment guidelines/genre conventions, minor lapses in writing to the appropriate audience, and/or unclear purpose in one or more places. The essay needs further development to achieve the assignment. | Essay exhibits a few of the following problems: assignment/genre conventions not followed, essay not written to appropriate audience, and/or no discernible purpose. This piece of writing may frustrate a reader trying to determine the purpose or intended audience. |

**Critical thinking, reading, and composing**

Critical thinking is the ability to analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts.[[2]](#footnote-2)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Exemplary | Advanced | Proficient | Developing | Unsatisfactory |
| The essay demonstrates a strong command of critical thinking and writing skills which may include analysis, synthesis, interpretation, and/or evaluation to support its claims. The essay may explore multiple sides of an issue, recognize the big picture, and connect ideas in interesting ways in order to engage with the essay topic. Outside sources, when needed, are in conversation with the essay’s original ideas. | Essay demonstrates critical thinking and writing skills such as analysis, synthesis, interpretation, and/or evaluation to support its claims. Outside sources, when needed, are in conversation with the essay’s original ideas. | Essay attempts critical thinking and writing skills throughout the essay. Many claims supported with evidence and explanations. The essay attempts to explore a topic but the scope may be too broad or too narrow. The essay’s ideas and outside sources, when needed, may not always be in conversation. | Critical thinking and writing is noticeably missing in parts of the essay. There is little attempt to consider multiple sides of the issue or recognize larger issues within the essay topic. Body paragraphs lack enough support and/or explanation to support thesis or topic sentence claims. | Critical thinking and writing is missing or adds no value to the paper. Evidence and/or explanations are largely missing from the paper. |

**Processes**

Writers use multiple strategies, or composing processes, to conceptualize, develop, and finalize projects.[[3]](#footnote-3)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Exemplary | Advanced | Proficient | Developing | Unsatisfactory |
| This essay has met all drafting deadlines, and perhaps gone through additional drafts. The final draft (and a review of all drafts required for this unit) demonstrates that relevant peer and instructor feedback was acknowledged, understood and applied productively. | This essay has met all drafting deadlines. The final draft (and a review of all drafts required for this unit) demonstrates that relevant peer and instructor feedback was acknowledged, understood and applied. | This essay met most drafting deadlines. The final draft (and a review of all drafts required for this unit) demonstrates that peer and instructor feedback is not always acknowledged, understood, and/or applied. | This essay has not met several drafting deadlines. The final draft (and a review of all drafts required for this unit) demonstrates that peer and instructor feedback is generally not acknowledged, understood, and/or applied.  | This essay has not met drafting deadlines. The final draft (and a review of all drafts required for this unit) demonstrates that peer and instructor feedback is not acknowledged, understood, and/or applied. |

**Knowledge of sentence-level conventions**

Conventions are the formal rules and informal guidelines that define genres, and in so doing, shape readers’ and writers’ perceptions of correctness and/or appropriateness.[[4]](#footnote-4)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Exemplary | Advanced | Proficient | Developing | Unsatisfactory |
| Grammar, punctuation, and spelling are used in a manner appropriate to the assignment/genre. Any quotations, paraphrases, summaries, documentation, and formatting are used appropriately, correctly, consistently.  | No more than a few isolated issues in which grammar, punctuation, or spelling vary from the demands of the assignment/genre. Any quotations, paraphrases, summaries, documentation, and formatting are largely appropriate, correct, consistent. | Grammar, punctuation, and/or spelling are not always used in a manner appropriate to the assignment. Quotation, paraphrase, summary, documentation, and formatting may be used inappropriately and incorrectly. | Grammar, punctuation, and/or spelling vary greatly from the demands of the assignment /genre and make portions of the essay hard to follow. There may be notable problems with quoting, paraphrasing, summarizing, documenting sources, and/or formatting. | Grammar, punctuation, spelling do not meet the demands of the assignment /genre and consistently impede meaning throughout the essay. Quoting, paraphrasing, summarizing, documenting sources, and/or formatting are used inappropriately and incorrectly.  |

**Metacognition**

Metacognition is the writer’s ability to reflect on their own thought processes.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Exemplary | Advanced | Proficient | Developing | Unsatisfactory |
| The writer consistently reflects on their thinking in a meaningful way. | The writer has reflected on their thinking. | The writer has reflected on their thinking, but these reflections sometimes lack depth.  | The writer’s reflections lack depth.  | Reflections, if present, are superficial at best. |

1. “The WPA Outcomes Statement for First-Year Composition,” (v3.0, adapted 17 July 2014) [↑](#footnote-ref-1)
2. WPA-OS [↑](#footnote-ref-2)
3. WPA-OS. [↑](#footnote-ref-3)
4. WPA-OS. [↑](#footnote-ref-4)