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|  | 0 No Evidence | 1 Below Expectations | 2 Meets Expectations | 3 Exceeds Expectations | N/A | N/S |
| **Goal 1. Students will understand and address the expectations of their disciplinary audiences.** | | | | | | |
| *Objective A.* Students will be able to use appropriate tone, style, and level of formality. | Does not use appropriate tone, style, and/or level of formality. | Includes multiple lapses in tone, style, and/or level of formality. | Includes a few lapses in tone, style, and/or level of formality. | Includes virtually no lapses in tone, style, and/or level of formality. |  |  |
| *Objective B.* Students will be able to use appropriate grammar, mechanics, and usage. | Does not use appropriate grammar, mechanics, and/or usage. | Includes multiple errors in grammar, mechanics, and/or usage. | Includes a few errors in grammar, mechanics, and/or usage. | Includes virtually no errors in grammar, mechanics, and/or usage. |  |  |
| *Objective C.* Students will be able to use appropriate specialized vocabulary. | Does not use appropriate specialized vocabulary. | Includes multiple errors in the use of specialized vocabulary. | Includes a few errors in the use of specialized vocabulary. | Includes virtually no errors in the use of specialized vocabulary. |  |  |
| *Objective D.* Students will be able to use appropriate citation systems. | Does not use the appropriate citation system for the assignment. | Includes multiple errors in the use of the citation system. | Includes a few errors in the use of the citation system. | Includes virtually no errors in the use of the citation system. |  |  |
| **Goal 2. Student will have discipline-specific understanding of the purpose and genre of their writing.** | | | | | | |
| *Objective A.* Students will be able to demonstrate an understanding of the purpose of their writing. | Purpose of the writing is not clear from the sample. | Purpose of the writing is suggested by the writing sample, although the sample may not achieve that purpose. | Purpose of the writing is clear from the writing sample and it achieves that purpose for the most part. | Purpose of the writing is clear and compelling, and the writing sample achieves its purpose. |  |  |
| *Objective B.* Students will be able to demonstrate an understanding of the genre in which they are writing. | Writing sample does not conform to the genre of the assignment. | Writing sample includes a few basic features of the genre for the assignment, but also includes multiple violations of the conventions of that genre. | Writing sample includes most of the features expected for the genre of the assignment, but may also include some violations of the conventions of that genre. | Writing sample includes all of the features expected for the genre of the assignment and few to no violations of the conventions of that genre. |  |  |
| **Goal 3. Students will engage with writing as a process in ways appropriate to their disciplines.** | | | | | | |
| *Objective A.* Students will be able to make productive use of feedback in order to revise their work. | No evidence for the use of feedback and/or for revision. | Makes minimal use of feedback in revision. Revision focuses on mechanics rather than content and structure. | Makes some use of feedback in revision. Revision improves content and/or structure as well improving mechanics. | Makes significant use of feedback. Revision significantly improves content and/or structure as well as polishing mechanics. |  |  |
| N/A is used when the objective was not part of the original assignment. It is recorded once for the assignment, not for individual students. | | | | | |
| N/S is to be used to account for students who did not submit the assignment(s) on which the assessment is based. | | | | | | |