

Primary K.C.C. Communication S.L.O. : Ethically compose, convey, and interpret varied perspectives with respect to an intended audience using visual, oral, written, social, and other forms of communication.

Specific Competencies Meant to be Addressed by this Rubric:

1. Employ a writing process which includes gathering information and exploring ideas, developing and supporting a point of view or thesis, organizing, revising, editing, and proofreading.
2. Produce different forms of college-level writing, such as analytical essays, whose content, organization, diction, and style are effectively adapted to various writing situations, purposes, audiences, and subject
3. Analyze and interpret a literary work (nonfiction, fiction, poetry, or drama) or other textual material.

Sections: Writing Process, Purpose, Content development, Form and structure, Quality of sources, Clarity.

Writing Process, supporting the essay's production

1 not meeting	2 approaching	3 meeting	4 exceeding
The written work demonstrates no indication of a writing process: gathering ideas and information, organizing, revising, editing, proofreading.	The written work demonstrates some indication of a writing process: gathering ideas and information, organizing, revising, editing, proofreading.	The written work demonstrates an adequate indication of a writing process: gathering ideas and information, organizing, revising, editing, proofreading.	The written work demonstrates an exceptionally strong indication of a writing process: gathering ideas and information, organizing, revising, editing, proofreading.

Purpose, responding to assignment's core task.

1 not meeting	2 approaching	3 meeting	4 exceeding
The written work demonstrates little or no indication of a coherent purpose. Statements of purpose or claims are too unclear, generalized, irrelevant, or simplistic.	The written work demonstrates some indication of a coherent purpose. Statements of purpose or claims are somewhat unclear, generalized, irrelevant, or simplistic.	The written work demonstrates an adequate indication of a coherent purpose. Statements of purpose or claims are typically clear, include specific dimensions, are mostly relevant, and depict more complexity.	The written work establishes and maintains a clear and coherent purpose. Statements of purpose or claims are exceptionally clear, include specific dimensions, are highly relevant, and depict advanced complexity.

Content development, supporting assignment's purpose

1 not meeting	2 approaching	3 meeting	4 exceeding
The written work struggles to use appropriate and relevant content to develop and explore some simplistic ideas supporting the piece's purpose in some parts of the work.	The written work uses appropriate and relevant content to develop and explore ideas supporting the piece's purpose in most parts of the work.	The written work uses appropriate, relevant, and compelling content to explore ideas supporting the piece's purpose and shaping the entire work.	The written work uses highly appropriate, relevant, and compelling content to fully illustrate the piece's purpose, sustaining that purpose throughout the entire work.

Form and structure, demonstrating organizational clarity

(formal and informal rules—organizational, genre-based—inherent in the expectations for writing in particular forms or academic fields)

1 not meeting	2 approaching	3 meeting	4 exceeding
The written work struggles to use a consistent system for basic organization and presentation.	The written work follows some expectations for basic organization and presentation.	The written work demonstrates consistent use of important conventions needed for basic organization and presentation.	The written work demonstrates detailed attention to and successful execution of a wide range of conventions needed for basic organization and presentation.

Quality of sources and evidence, demonstrating proper evidence-based conventions

1 not meeting	2 approaching	3 meeting	4 exceeding
The written work struggles to use sources to support ideas in the writing. The written work may demonstrate plagiarism/ source boundary issues.	The written work demonstrates an attempt to use credible and/or relevant sources to support ideas, demonstrating a basic comprehension of documentation conventions if required.	The written work demonstrates a consistent use of credible, relevant sources to support ideas, demonstrating a stronger comprehension of documentation conventions if required.	The written work demonstrates advanced use of high-quality, credible and relevant sources to support ideas, demonstrating a sophisticated comprehension of documentation conventions if required.

Clarity (Syntax and Mechanics), supporting meaning

1 not meeting	2 approaching	3 meeting	4 exceeding
The written work uses language that frequently impedes meaning because of errors in usage.	The written work uses language that attempts to convey meaning to readers with clarity, although the writing may include errors.	The written work uses straightforward language that generally conveys meaning to readers, employing writing with few errors.	The written work uses graceful language that skillfully communicates meaning to readers with clarity and fluency, employing virtually error-free writing.

Instructions:

1. Please go through your ENG/ESL 100 section's Analytical Essay, using this rubric as a guide to assess each paper.
2. Clearly circle, stamp, or mark a 1) not meeting, 2) approaching, 3) meeting, or 4) exceeding indication on the form per essay.
3. After finishing ONE SECTION's assessment for ALL ESSAYS, please prepare and staple a simple data chart that tallies up, as shown in the sample, the number of responses per category; PLEASE INCLUDE ALL CATEGORIES.

SAMPLE (CLARITY)

not meeting	approaching	meeting	exceeding
5	12	2	1

4. Repeat the process for other sections of ENG/ESL 100;
5. After compiling the data, please place your DATA SHEET and RUBRICS in a folder with the SECTION and CRN listed;
6. Place the folder in either A) Davin Kubota's mail tray or a box in the Kalia 101 workroom labeled ENG/ESL 100 Assessment.

If you have any questions, please come to the information sessions, or email Davin at davink@hawaii.edu or visit <http://www2.hawaii.edu/~davink/assessment/assess.html>