Appendix B--Definitions of the Evaluation Rubric and Rating Scale

1. (Genre and Style Knowledge)
Uses appropriate disciplinary genres for meaningful rhetorical purposes and specific audiences, which includes an emerging knowledge and proficiency with the appropriate style (e.g., MLA, APA, Chicago, etc.) and citation guidelines, particular ways of organizing and expressing ideas, language use, word choice, and sentence structures that are native to that discipline or appropriate to the discussion being attempted by the writer.

2. (Academic Conversation)
Engages with academic conversations in the writer’s discipline (major) that generates informed opinions, which includes effectively integrating outside sources in support of claims, interrogating the validity and reliability of ideas in sources, showing some awareness of the significance of sources cited (i.e., sources are not chosen haphazardly or randomly), and developing a sustained, coherent focus/argument that answers or explores a question in a structured manner.

3. (Rhetoric)
Understands the rhetorical situation of texts and arguments and responds in a discipline-appropriate and a semi-sophisticated manner, which includes the ability to explain the rhetorical situation in which a text (the writer’s or others’ texts) exists.

4. (Reflection)
Reflects on the writer’s own writing practices and drafts, explaining how and why writing decisions are made and what potential effects on audiences/readers those decisions may have.

5. (Assessment)
Assesses effectively a variety of texts (the writer’s own, peers’ texts, and published texts) for some explicit purpose that is clear in the written assessments of those texts, which includes demonstrating the capacity in peer feedback to make clear judgments based on textual and other evidence that are informed by appropriate expectations for those texts and demonstrating the same capacity to make evidence-based judgments of published texts.

6. (Language Effectiveness)
Uses effective, clear sentences and language that build a strong ethos (i.e., credibility) for the writer, which includes the ability to edit drafts successfully, moving them toward increasing effectiveness, clarity, and power, and using a variety of sentence structures.
Appendix B: Definitions of the Evaluation Rubric and Rating Scale

Rating Scale

**Developing**
1. Consistently inadequate, of poor quality, and/or significantly lacking
2. Consistently inadequate, of poor quality, but occasionally showing signs of demonstrating competence

**Competent**
3. Adequate or of acceptable quality but inconsistent, showing signs of competence mingled with some problems
4. Consistently adequate and of acceptable quality, showing competence with perhaps some minor problems

**Accomplished**
5. Consistently good quality, showing clear competence with few problems, and some flashes of excellent or superior work
6. Mostly or consistently excellent/superior quality, shows very few problems and several or many signs of superior work