English 2201 Portfolio Rubric

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Excellent (5) | Very Good (4) | Adequate (3) | Developing (2) | Insufficient (1) | N/A |
| Inquiry(SLO 2) | The projects demonstrate an exceptional ability to create, identify, and engage in significant research questions. | The projects demonstrate, with only minor lapses, a strong ability to create, identify, and engage in significant research questions. | The projects demonstrate an inconsistent ability to create, identify, and engage in research questions.  | The projects demonstrate a limited ability to create, identify, and engage in research questions. | The projects do not demonstrate a college-level ability to create, identify, and engage in research questions. | Not assessed in this Project. |
| Critical Engagement with and Use of Evidence(SLO 3, 4, 10) | The projects demonstrate an exceptional ability to rhetorically engage a variety of appropriate sources to support the central claims. | The projects demonstrate, with only minor lapses, a strong ability to rhetorically engage a variety of appropriate sources to support the central claims. | The projects demonstrate an inconsistent ability to rhetorically engage a limited number of appropriate sources to support the central claims. | The projects demonstrate a limited ability to rhetorically engage sources to support the central claim. | The projects do not demonstrate a college-level ability to rhetorically engage sources to support the central claims.  | Not assessed in this Project. |
| Purpose, Audience, and Context(SLO 5, 6) | The projects demonstrate exceptional awareness of purposes, audiences, and contexts.  | The projects demonstrate, with only minor lapses, steady awareness of purposes, audiences, and contexts. | The projects demonstrate an inconsistent awareness of purposes, audiences, and contexts.  | The projects demonstrate a limited awareness of purposes, audiences, and contexts.  | The projects do not demonstrate a college-level awareness of purposes, audiences, and contexts.  | Not assessed in this Project. |
| Disciplinary Conventions(SLO 1) | The projects demonstrate the writer’s exceptional understanding of methods of inquiry and rhetorical strategies, including form, media, and style, relevant to the discipline.  | The projects demonstrate, with only minor lapses, the writer’s strong understanding of methods of inquiry and rhetorical strategies, including form, media, and style, relevant to the discipline. | The projects demonstrate the writer’s uneven understanding of methods of inquiry and rhetorical strategies, including form, media, and style, relevant to the discipline. | The projects demonstrate the writer’s limited understanding of methods of inquiry and rhetorical strategies, including form, media, and style, relevant to the discipline. | The projects do not demonstrate a college-level understanding of methods of inquiry and rhetorical strategies, including form, media, and style, relevant to the discipline. | Not assessed in this Project. |
| Formatting & Citation(SLO 8, 9) | The projects follow standard formatting and documentation guidelines. Attributions are complete and meet the appropriate style guidelines (APA, MLA, Chicago, or CSE). | The projects generally follow formatting and documentation guidelines. Errors in the appropriate style guidelines (APA, MLA, Chicago, or CSE) are negligible and do not affect the integrity of the work.  | The projects inconsistently follow formatting and documentation guidelines. Errors in the appropriate style guidelines (APA, MLA, Chicago, or CSE) occur regularly.  | The projects randomly follow formatting and documentation guidelines. Errors in the appropriate style guidelines (APA, MLA, Chicago, or CSE) compromise the integrity and honesty of the projects.  | The projects show little to no adherence to formatting and documentation guidelines. Plagiarism may be evident. | Not assessed in this Project. |
| Expression and Organization(SLO 7) | The projects are clearly organized to develop the central points. Sentences and paragraphs are logically connected with a minimum of grammar and punctuation errors.  | The projects are organized to develop the central points. Sentences and paragraphs are connected with few lapses in transition and explanation. Grammar and punctuations errors are rare but obvious.  | The projects are somewhat organized to develop the central points. Sentences and paragraphs inconsistently develop clear logical connections. Grammar and punctuation errors occur regularly and interfere with transitions and explanations. | The projects lack clear organization and development of central points. Sentences and paragraphs are not clearly developed or logically connected. Grammar and punctuation errors are regular and impede understanding of the text.  | The projects do not demonstrate college-level organization and development. Sentences and paragraphs lack academic development.  | Not assessed in this Project. |