GENERAL EDUCATION ASSESSMENT OF STUDENT LEARNING
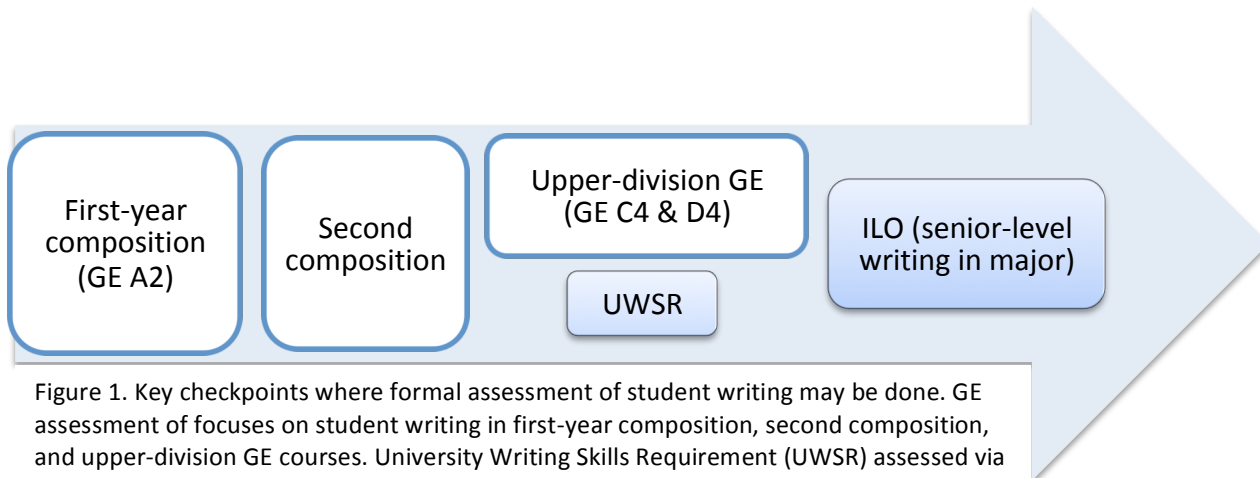## GE Area A2 Written Communication

PURPOSE AND BACKGROUND

The overarching purpose of assessment in General Education (GE) is to enhance and improve undergraduate student learning experiences afforded by the GE program at Cal State East Bay. Looking beyond the CSU Chancellor's Office and WASC accreditation requirements which necessitate GE assessment (EO 1100, Section 6.2.5), the true value of GE assessment extends from how we collaboratively make meaning of assessment results to inform improvements in GE.

GE learning outcomes are aligned to the Institutional Learning Outcomes (ILOs), WASC Core Competencies, and AAC&U's LEAP Essential Learning Outcomes, all of which express the knowledge, skills, and values CSUEB graduates are expected to attain. Collectively, CSUEB's GE learning outcomes and ILOs distinguish who we are, what we value, and how we expect students to demonstrate their learning. Thus, the assessment of GE outcomes enables our campus community to gauge how effective we are in helping our students attain these outcomes.

The General Education Long-term Assessment Plan for 2018-2026 (18-19 CAPR 2) details a consistent, rigorous assessment process that differs from previous practice (see the GE Subcommittee Assessment Plan Policy, 12-13 CIC 6) and necessitates the development of new assessment tools for each GE area. Thus, GE assessment is currently progressing as a series of new pilot projects, which began with Second Composition and A2 Written Communication in 2018. Although a scoring rubric for Second Composition was developed in Fall 2018, it has yet to be deployed for the evaluation of student work. The GE A2 pilot has nearly completed a full assessment cycle (from development to refinement, see Table 1, Fig. 1 in 18-19 CAPR 2), as described in the present report.

GE Area A2 Written Communication, also known as first-year composition, is part of the "Golden Four" essential skills (or core competencies) that form the foundation for GE and major programs. Although assessment of core competencies at the foundational level is not explicitly required by WASC, robust and meaningful assessment of GE at key "checkpoints" (also known as guidepost assessment) is extremely valuable in informing improvements, which help move GE into a more coherent, intentional, and scaffolded program. Performing guidepost assessment of student writing allows us to gauge how well students develop autonomy and sophistication in their writing as they progress through their academic pathways. Such assessment checkpoints include first-year composition, second composition, upper-division GE, University Writing Skills Requirement (UWSR) and ILO assessment in senior-level major courses (Fig. 1). GE assessment of written communication is primarily focused on first-year composition

(GE A2), second composition (although not formally a part of the GE program), and upper-division GE (GE C4 Arts and Humanities and D4 Social Sciences).

Figure 1. Key checkpoints where formal assessment of student writing may be done. GE assessment of focuses on student writing in first-year composition, second composition, and upper-division GE courses. University Writing Skills Requirement (UWSR) assessed via WST and/or portfolios in GWAR-certified courses.

First-time freshmen at CSUEB are expected to attempt completion of GE Area A2 Written Communication during their first year (EO 1110) and are required to pass the A2 course with a minimum C-/CR by the end of their sophomore year (EO 1100). CSUEB courses currently certified for GE A2 include ENGL 101 College Writing: Stretch II, ENGL 102 Accelerated College Writing, and ENGL 104 College Writing: Stretch II (English for Speakers of Other Languages). Which A2 course and whether or not co-requisite support is required/recommended ("A2 pathway," see Appendix I) are determined by a student's A2 placement category (see Appendix II), which is based on the multiple measures system established by the Chancellor's Office (EO 1110 FAQ).

THE PROCESS

Rubric Development. During Spring 2018, six faculty members from the Department of English developed a scoring rubric for A2 assessment (Appendix I), which included five categories and four performance levels, each performance level with multi-dimensional performance descriptors. This rubric drew from the established goals/outcomes for GE Area A2 (see text box, right). In early summer 2019, four English faculty members serving as A2 assessment evaluators convened to "debrief" the assessment process, which informed swift revisions to the rubric

A2 courses emphasize the rhetorical principles that govern reading and writing. These principles are fundamental to logical thinking and clear expression. For reading, they presume open-mindedness combined with critical thinking and analytical skills. For writing, they presume an awareness of audience, context, and purpose. Upon completion of the A2 requirement, students will be able to:

- *write effectively in English;*
- *explain the principles and rhetorical perspectives of effective writing, including its form, content, context, and style;*
- *advocate for a cause or idea, presenting facts and arguments in an organized and accurate manner; and*
- *practice the discovery, critical evaluation, and reporting of information.*

and resulted in an improved version of the rubric (Appendix II).

Assignment Alignment. In Spring 2019, ten English faculty members collectively teaching five sections of ENGL 101 College Writing: Stretch II (the second semester of the two-semester "stretch" A2) and five sections of ENGL 102 Accelerated College Writing (one-semester A2) aligned two key assignments: (1) a portfolio reflection essay and (2) an analysis and synthesis essay. While the assignment topics varied between instructors and courses, the assignment prompts and instructions given to the students were identical across all sections. The faculty members ensured their students uploaded their assignments to Blackboard by a specific due date and agreed to their students' work being collected electronically through Blackboard Outcomes. The assessment rubric was shared with the students.

Sampling. A total of 933 students were enrolled in A2 courses in Spring 2019 with 41% enrolled in ENGL 101 ("Stretch II"), 57% enrolled in ENGL 102 ("Accelerated"), and 2% enrolled in ENGL 104 ("Stretch II ESOL"). For the pilot assessment project, Blackboard Outcomes was used to anonymize all student work and randomly pull assessment artifacts from 20 students in ENGL 102 and 20 students in ENGL 101, collectively representing 4.3% of the total A2 student population (Fig. 2).
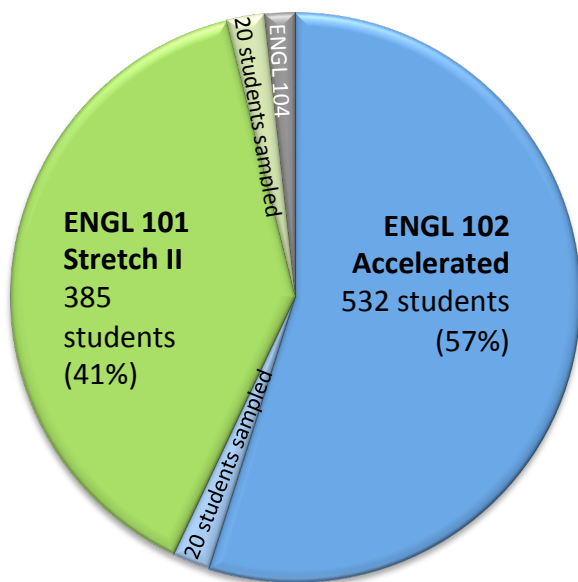

Figure 2. Proportional distribution of students enrolled in A2 courses during Spring 2019. The assessment artifacts from 40 students enrolled in ENGL 101 or 102, representing 4.3% of the total A2 student population, were collected and evaluated during this pilot assessment.

Two factors were considered in determining sample size: (1) typical assessment standards and (2) budgetary constraints. A common assessment standard for random sampling is 10% of the given student population. For A2 sections offered in Spring 2019, this would suggest a sample size of 93 students, equivalent to 186 assessment artifacts, each of which needed to be reviewed by two different evaluators. Budgetary constraints limited the number of evaluators to 4 and evaluation hours to 6-8. Furthermore, a general recommendation is that for 40 or more students in a given population, a representative sample of at least 40 students is suggested (Office of Assessment of Teaching and Learning, Washington State University, 2019). Thus, sample size was set at 20 randomly selected students from ENGL 101 and another 20

from ENGL 102 for a total sample of 40 students. Two key assignments were collected from each student, for a total of 80 assessment artifacts, which was much more feasible than 186 artifacts for 4 faculty members to evaluate in a 6-8 h time period.

Evaluation of Student Work. At the end of the Spring 2019, four English faculty members serving as assessment evaluators convened for a day-long session which included rubric calibration followed by the evaluation of student work. As detailed above, two artifacts (a reflection essay and an analysis/synthesis essay) were collected from each student. Artifacts were randomly assigned to each evaluator, and each artifact was assessed by two different evaluators. Evaluators did not necessarily score their own students' work.

RESULTS OF OUTCOMES ASSESSMENT

STUDENT PERFORMANCE IN GE A2 WRITTEN COMMUNICATION

Results of student performance in A2 courses (ENGL 101 and ENGL 102 combined) revealed that proficiency (performance levels 3-4) was attained by 64% of the assessed student population in the dimension of Attitude and Approach; 62% in Rhetorical Knowledge; 59% in Organization and Development; 50% in Academic Conventions; and 49% in Language, Style, Voice, and Mechanics (Fig. 3).
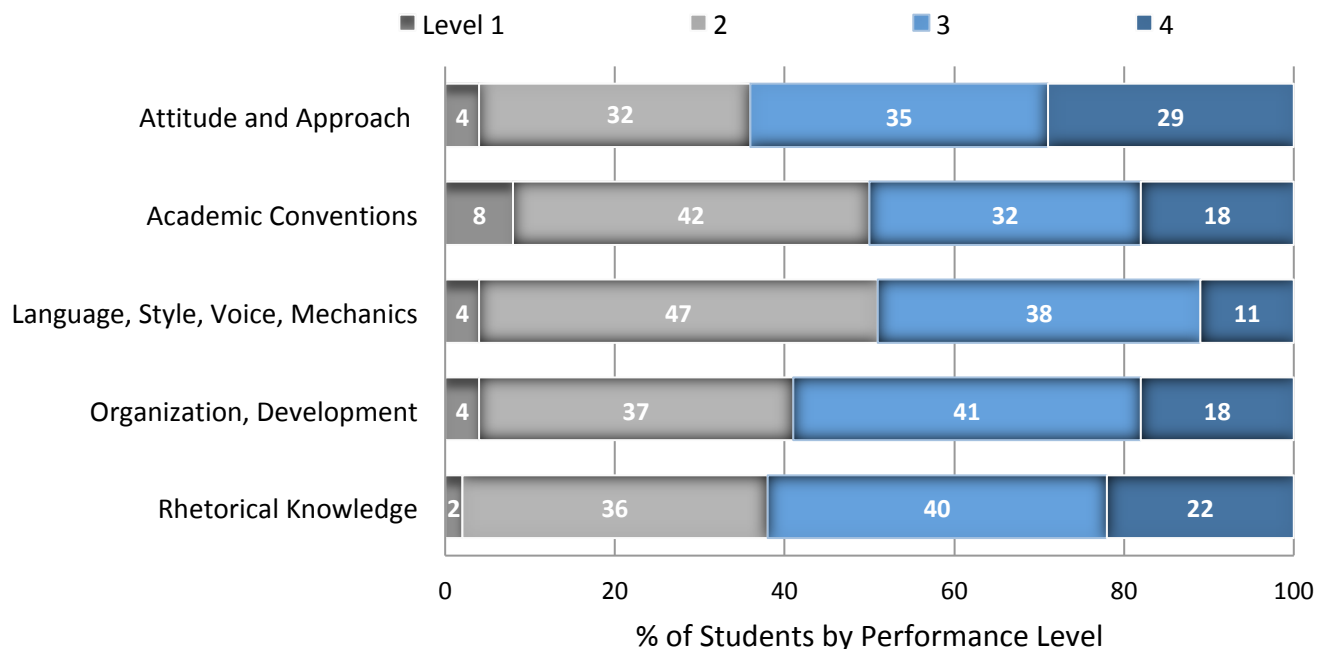

Figure 3. Distribution of the proportion of students in each performance level over the five dimensions assessed. Data are pooled for ENGL 101 and ENGL 102. Levels 3 and 4 (denoted in shades of blue) indicate proficiency in written communication, and levels 1 and 2 (denoted in shades of gray) indicate more developing skills.

Median performance level for each of the five dimensions assessed was 2 for the ENGL 101 dents evaluated and 3 for the ENGL 102 students evaluated (Fig. 4).
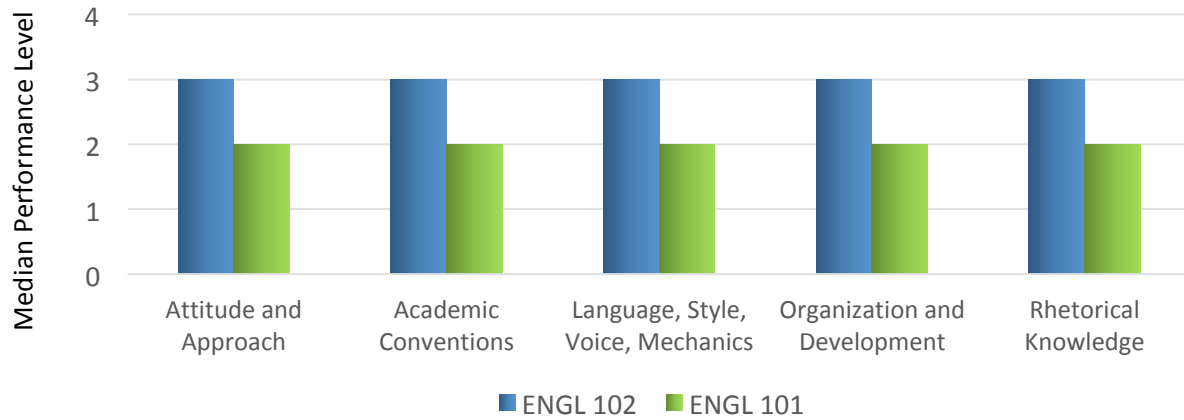

Figure 4. Median performance level score for each assessed dimension for students in ENGL 101 (N = 20, green bars) and ENGL 102 (N = 20, blue bars).

When the data were disaggregated by course, some distinctions emerged. A Mantel-Haenszel Chi-Square test of association of the proportional distributions of student performance levels between ENGL 101 and ENGL 102 revealed significant differences in two dimensions: Rhetorical Knowledge (χ^2 = 7.14, df = 1, p < 0.01) and Language, Style, Voice, and Mechanics (χ^2 = 7.7, df = 1, p < 0.05), with a greater proportion of ENGL 102 students scoring in the 3-4 range than ENGL 101 students. Although additional differences may be apparent in the graphic display of the data, these are not statistically significant (Fig. 5). The statistical power of the test is reduced due to the relatively small sample size.
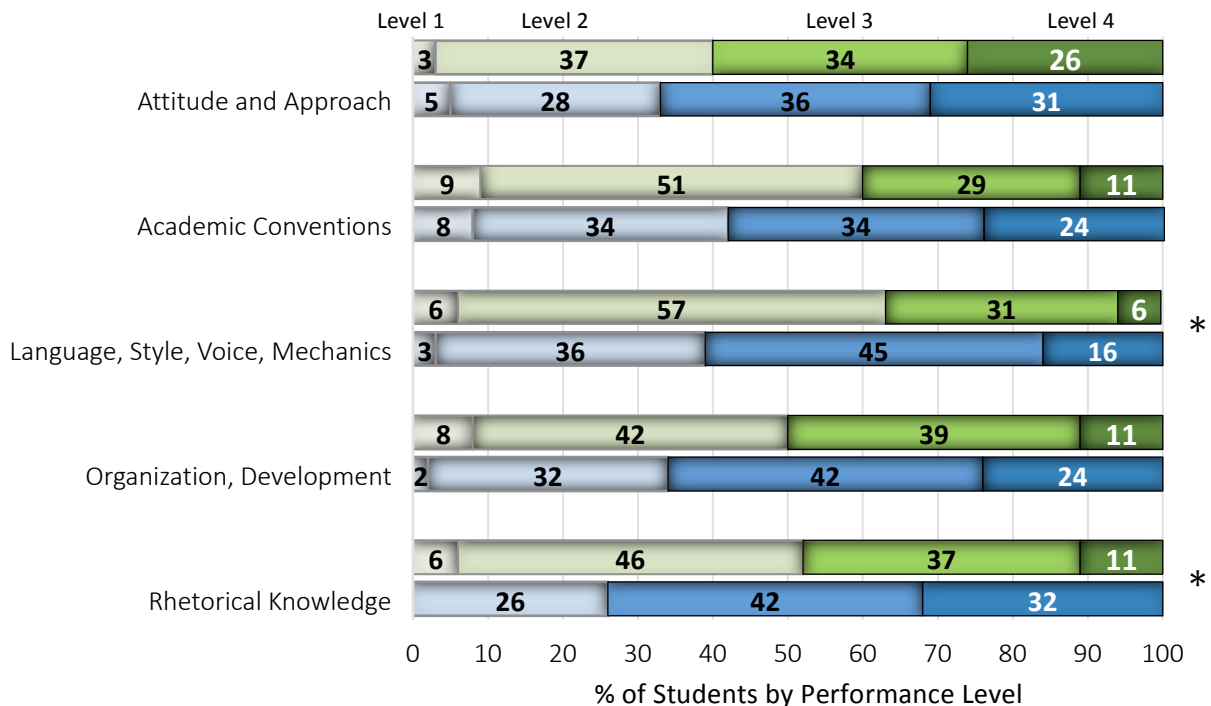
Figure 5. Comparison of the proportional distribution of students' performance levels over the five dimensions assessed for A2 Written Communication between ENGL 101 (green bars) and ENGL 102 (blue bars). Significant differences (*) between courses were found for Language, Style, Voice, Mechanics and for Rhetorical Knowledge.

RUBRIC TRANSFORMATION

Quantitative analysis of inter-rater reliability and qualitative analysis of evaluator comments posted during the evaluation process guided a focused discussion during a post-evaluation retreat/debrief with the English department faculty evaluators. The most common comments called attention to the need for improving the alignment between the assignments and the rubric, clarifying some of the rubric wording, adding an important dimension, and eliminating the multiple components (bulleted points) within a given dimension as this made scoring difficult. Addressing these issues resulted in revisions to the original rubric (Appendix I), which was intended to improve the evaluation of student work in the next assessment round. In fact, one of the faculty evaluators applied the revised rubric (Appendix II) to their own student work and provided positive feedback on its improved clarity and effectiveness. A summary of the substantive changes is provided below (Table 1).

Table 1. Summary of changes in the GE Area A2 Written Communication (First-year Composition) Assessment Rubric.

	ORIGINAL RUBRIC (5/25/19) (see Appendix I)	REVISED RUBRIC (6/5/19) (see Appendix II)
Dimensions	1. Attitude and approach to learning 2. Rhetorical knowledge 3. Textual/global qualities of writing products (Organization and development) 4. Textual/local qualities of writing products (Language, style, voice, and mechanics) 5. Academic conventions (Documentation, attribution, and formatting)	1. Reflection 2. Rhetorical Knowledge 3. Organization 4. Development 5. Local Features of Writing Products 6. Formatting and Documentation
Performance Levels	Four, each with multiple (2-5) performance indicators	Four, each with a single performance indicator

STUDENT SUCCESS ANALYTICS

Executive Order 1110 (Fall 2017) established uniform GE A2 course placement practices and recommendations for instructional support intended to strengthen skills and facilitate achievement of A2 outcomes. EO 1110 precluded all developmental pathways in written

communication. An evaluation of the impact of EO 1110 on student success analytics is thus warranted and supplements discussion of how our campus is supporting student learning and moving students toward achievement of A2 outcomes.

PASS RATES IN GE AREA A2

For GE Area A2, a passing grade is C- or better. Overall pass rate for students (N = 933) enrolled in A2 courses in Spring 2019 was 85%. When disaggregated by A2 placement category, pass rates ranged from 74.3% for Category 2 students in ENGL 102 to 89.2% for Cat. 3 students in ENGL 101 (Fig. 6). Pass rates were significantly different between ENGL 102-Cat. 2 students and ENGL 101-Cat. 2, 3, and 4 students (Pearson χ^2 = 18.65, df = 3, p < 0.001). Pairwise comparisons further revealed that pass rates for ENGL 102-Cat. 2 students were significantly different from ENGL 101-Cat. 3 (Pearson χ^2 = 8.58, df = 1) and Cat. 4 students (Pearson χ^2 = 9.26, df = 1; Bonferroni adjusted alpha, p < 0,008) but not from ENGL 101-Cat. 2 students (p > 0.008) despite the appearance of a difference. Pass rates were not significantly different between any categories within ENGL 101 (p > 0.008).
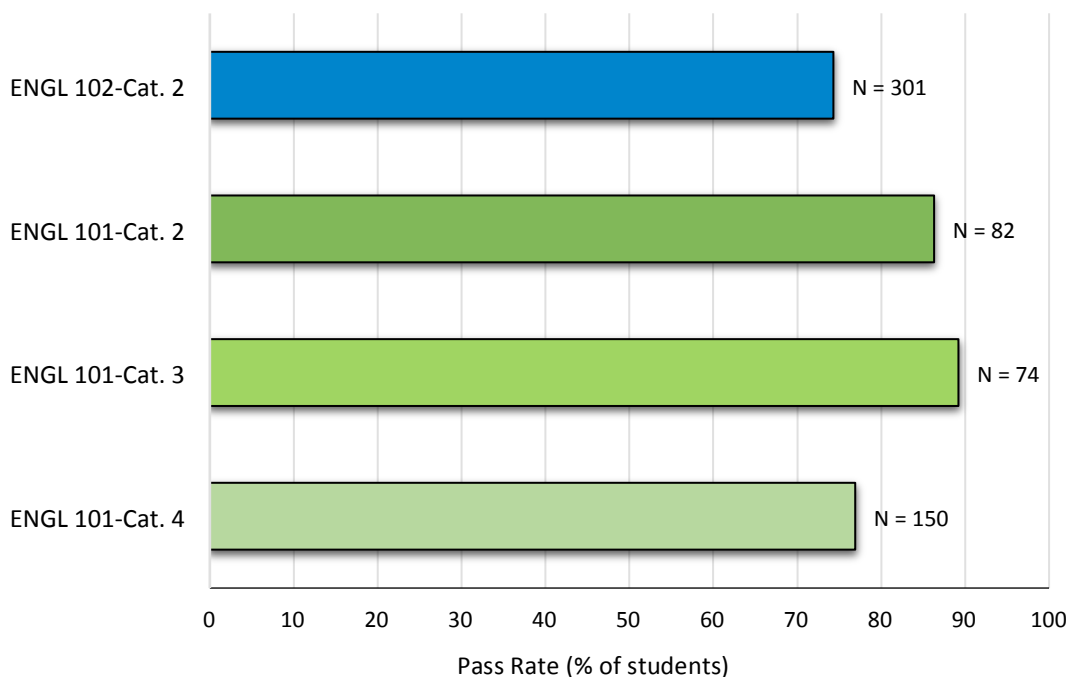

Figure 6. Pass rates (% of students earning a passing grade of C-/CR or better) in ENGL 102 (blue bar) and ENGL 101 (green bars) in Spring 2019, disaggregated by A2 placement category. Placement categories are described in Appendix II.

A granular examination of students not fulfilling their A2 requirement by Spring 2019 (i.e., by receiving a D, F, W/WU, or NC) revealed that the highest proportion of these students received a W or WU regardless of A2 course or placement category (Fig. 7).
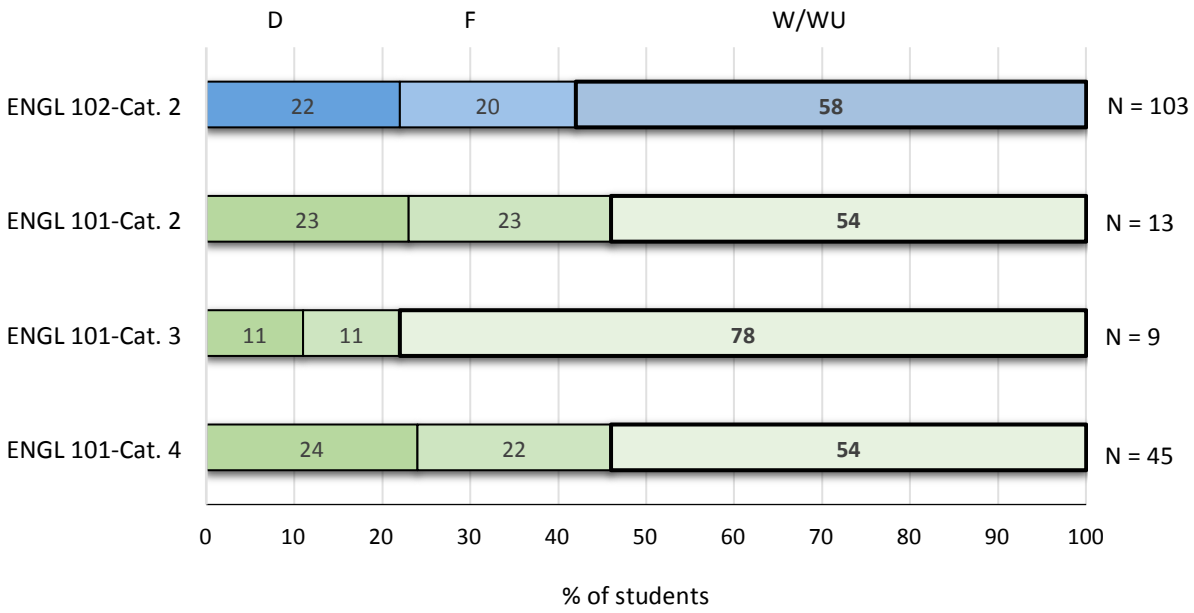
Figure 7. Proportional distribution (%) of students receiving a D, F, W, or WU in ENGL 102 (blue bars) and ENGL 101 (green bars) in Spring 2019, disaggregated by A2 placement category. % values are indicated inside the bars.

EFFECT OF CO-REQUISITE SUPPORT ON PASS RATE

Just over half (200 or 52%) of the students in ENGL 101 ("stretch" English) in Spring 2019 were concurrently enrolled in ENGL 109, the co-requisite support course that is required for all Category 4 students and highly recommended for Category 3 students. Of the 200 students in ENGL 109, the majority (180 students or 90%) completed the co-requisite course, while 16 students received NC and 4 students withdrew. In Spring 2019, Category 2 students did not take ENGL 109.

Of the 385 students enrolled in ENGL 101 in Spring 2019, pass rate for those students also completing ENGL 109 was 80.6% (145 students), which was not significantly different from the pass rate for ENGL 101 students who did not enroll in ENGL 109 (79.7%, 159 students); Pearson χ^2 = 3.12, df = 1, p > 0.017). Pass rate for students in ENGL 101 who enrolled in ENGL 109 but did not complete the co-requisite (NC or W) was 2% (7 students), which was significantly lower than the pass rate for ENGL 101 students who completed ENGL 109 (Pearson χ^2 = 20.48, df = 1, p < 0.017) and for students who did not enroll in ENGL 109 (Pearson χ^2 = 33.74, df = 1, p < 0.017; Fig. 8).
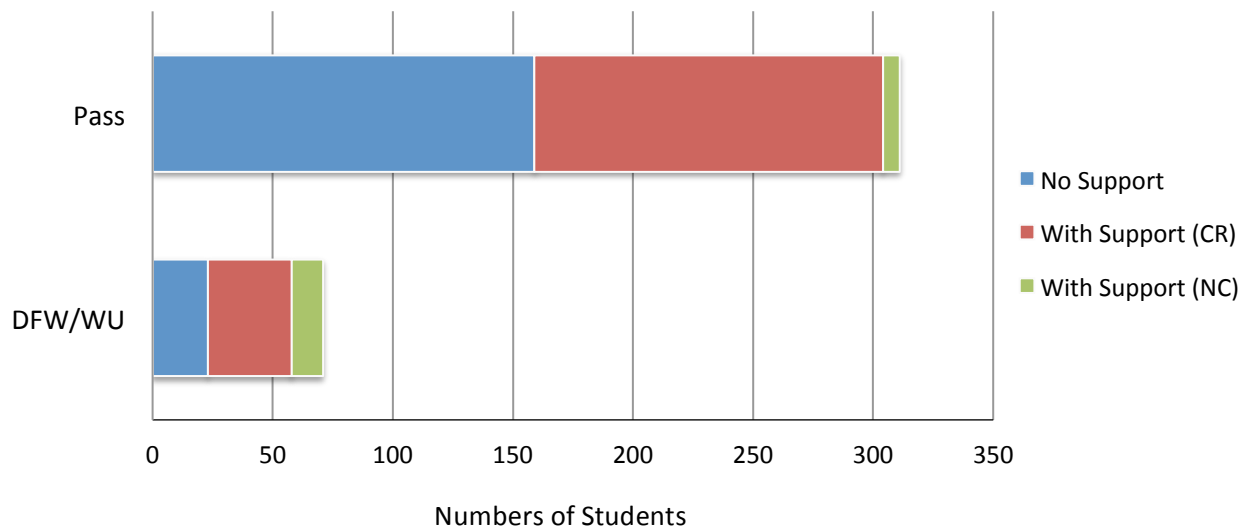
Figure 8. Numbers of students who either passed ENGL 101 (top bar) or did not with a grade of D, F, W, or WU (bottom bar) during Spring 2019. For students who either passed or did not complete ENGL 101, those who did not enroll in the co-requisite support class (ENGL 109) are indicated in blue, those who enrolled in and received credit (CR) for ENGL 109 are indicated in red, and those who enrolled in but did not receive credit (NC) for ENGL 109 are indicated in green.

NEXT STEPS

The results from this GE A2 Written Communication assessment pilot project are intended to promote discussion across the campus community about how we support our students in attaining the first-year written communication outcomes, and ultimately, to inform improvements in the learning experiences in GE A2 courses and beyond.

The Office of General Education invites "closing the loop" discussions of these results, which address key questions, e.g.,
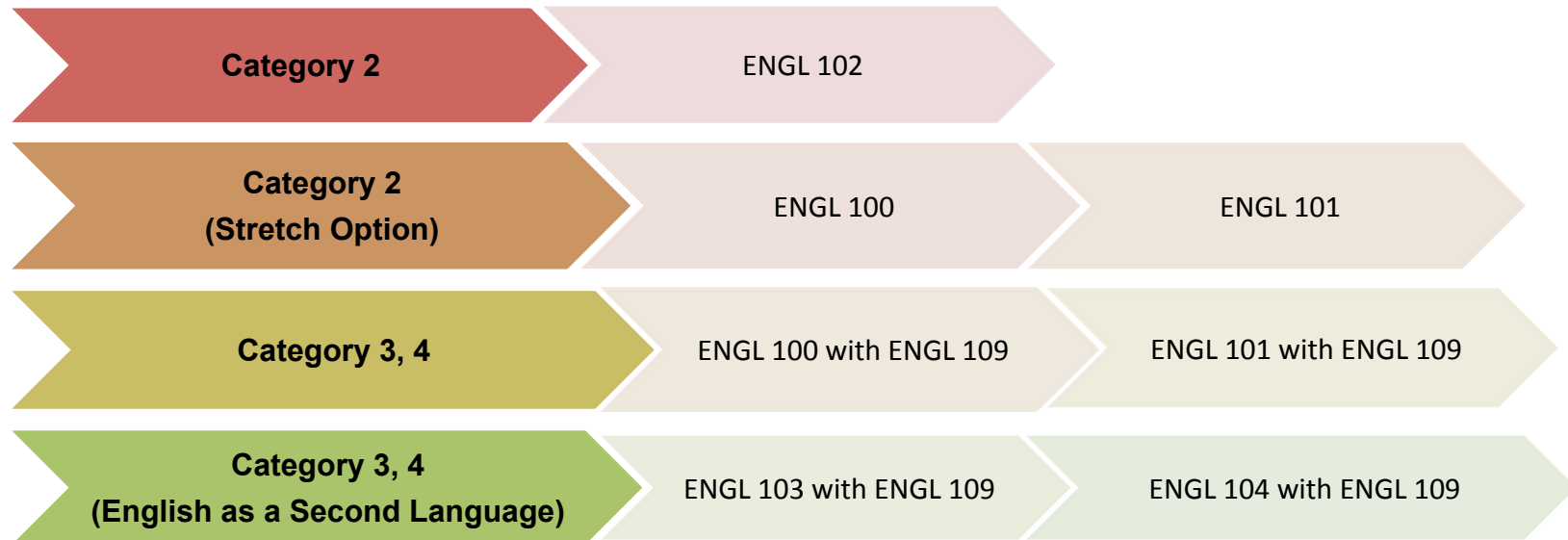
- What are the main messages of these results?
- What are our students' strengths and do they persist/are consistent with what we see in ILO assessment of student writing?
- In which areas do students need more work/support and are we moving students closer to benchmark as they get closer to graduation? (Compare A2 with ILO assessment—are there consistent gaps/strengths?)
- How can we improve skill development in A2 courses and support structures?
- Are these data consistent with your experience as an instructor?
- What are the next steps that are informed by these data?

- How can we leverage existing course pathways and support structures to create a cohesive and intentional set of learning/skill building experiences to help students attain greater autonomy and sophistication in their writing as they move from first-year composition into upper-division GE and major-level coursework?

Writing in the major

Upper-division GE (C4, D4)

Second Composition

A2 First Composition

APPENDIX I. GE A2 COURSE PATHWAYS

GE Area A2 courses are all currently offered by the Department of English. Which A2 course pathway a student takes depends on their A2 placement category (see Appendix II), which is based on the multiple measures system established by the Chancellor's Office. The diagram below outlines the different A2 pathways that were assigned to students in Spring 2019.

Category 2	ENGL 102	
Category 2 (Stretch Option)	ENGL 100	ENGL 101
Category 3, 4	ENGL 100 with ENGL 109	ENGL 101 with ENGL 109
Category 3, 4 (English as a Second Language)	ENGL 103 with ENGL 109	ENGL 104 with ENGL 109

Course Number	GE Area/Type	Course Title
ENGL 102	A2	Accelerated College Writing
ENGL 100		College Writing Stretch I
ENGL 101	A2	College Writing Stretch II
ENGL 103		College Writing Stretch I, English for Speakers of Other Languages
ENGL 104	A2	College Writing Stretch II, English for Speakers of Other Languages
ENGL 109	Support	English Writing Lab

APPENDIX II. GE A2 PLACEMENT CATEGORIES

The CSU Chancellor's Office assigns an Area A2 placement category to every first-time freshman enrolling in the CSU. Placement category is determined using a multiple measure system, which includes standardized test scores (ACT or SAT), high school GPA, the number of semesters of English completed in high school, and the applicable AP test score.

Category 1	Category 2	Category 3	Category 4
• Student has met the minimum GE requirement for A2 Written Communication.	• Student ready to enroll in the appropriate A2 course/pathway.	• Student ready to enroll in the appropriate A2 course/pathway. • Student strongly encouraged to enroll in a course or pathway that offers additional writing support. • Student strongly encouraged to participate in a summer "Early Start" program.	• Student ready to enroll in the appropriate A2 course/pathway. • Student required to enroll in an A2 pathway that offers additional writing support. • Student required to participate in a summer "Early Start" program.

APPENDIX II. GE A2 WRITTEN COMMUNICATION ASSESSMENT RUBRIC.
Version I

CSUEB General Education Written Communication, First-year Composition (GE Area A2) Rubric Draft 5-25-18 Developed by English department faculty for pilot in 2018-19 academic year.				
	4	**3**	**2**	**1**
Attitude and approach to learning Reflection on students' own work demonstrates habits of mind associated with successful first-year college reading, writing, and thinking	• Consistently demonstrates awareness of one's own learning, intellectual evolution, ongoing challenges as an academic reader, writer, thinker. • Exhibits confidence and persistence in reading complex texts and writing successful papers for a variety of rhetorical situations. • Clearly explores issues, questions, and other intellectual endeavors. • Aptly illustrates acceptance of ambiguity and acknowledgement of issue complexity. • Consistently demonstrates use of the recursive process of writing and its connection to critical reading and thinking.	• Generally demonstrates awareness of one's own learning, intellectual evolution, ongoing challenges as an academic reader, writer, thinker. • Exhibits general confidence and persistence in reading complex texts and writing successful papers for a variety of rhetorical situations. • Often explores issues, questions, and other intellectual endeavors. • Illustrates acceptance of ambiguity and acknowledgement of issue complexity. • Generally demonstrates use of the recursive process of writing and its connection to critical reading and thinking.	• Somewhat demonstrates awareness of one's own learning, intellectual evolution, ongoing challenges as an academic reader, writer, thinker. • Exhibits some confidence and persistence in reading complex texts and writing successful papers for a variety of rhetorical situations. • Sometimes explores issues, questions, and other intellectual endeavors. • Sometimes illustrates acceptance of ambiguity and acknowledgement of issue complexity.	• Demonstrates limited awareness of one's own learning, intellectual evolution, ongoing challenges as an academic reader, writer, thinker. • Exhibits low confidence and persistence in reading complex texts and writing successful papers for a variety of rhetorical situations. • Rarely explores issues, questions, and other intellectual endeavors. • Illustrates little to no acceptance of ambiguity and acknowledgement of issue complexity.

Rhetorical knowledge "The ability to analyze contexts and audiences and then to act on that analysis in comprehending and creating texts." (WPA Outcomes Statement, 17 July 2014)	• Clearly demonstrates awareness of different perspectives and texts, moving toward a sophisticated response to them. • Illustrates consistent ability to develop and maintain an intended purpose for an identified genre and audience. • Aptly chooses language in service of a rhetorical situation.	• Generally demonstrates awareness of different perspectives and texts, moving toward a sophisticated response to them. • Often illustrates ability to develop and maintain an intended purpose for an identified genre and audience. • Chooses language in service of a rhetorical situation.	• Demonstrates some awareness of different perspectives and texts. • Somewhat illustrates ability to develop and maintain an intended purpose for an identified genre and audience. • Chooses language sometimes in service of a rhetorical situation.	• Demonstrates little awareness of different perspectives and texts. • Rarely illustrates ability to develop and maintain an intended purpose for an identified genre and audience. • Chooses language inappropriate to a rhetorical situation.
Textual/global qualities of writing products Organization and development	• Thoughtfully organizes and develops writing around a controlling idea. • Provides logical and sophisticated connections among ideas that help to progress a coherent train of thought. • Presents a distinct, credible voice that meets the demands of purpose, audience, and genre. • Exhibits complex, rhetorical moves in response to a larger conversation.	• Organizes and develops writing around a controlling idea. • Provides connections among ideas that help to progress a train of thought. • Presents a recognizable voice that generally meets the demands of purpose, audience, and genre. • Exhibits rhetorical moves in response to a larger conversation.	• Somewhat organizes and develops writing around a controlling idea. • Sometimes provides connections among ideas that help to progress a train of thought. • Inconsistently presents a recognizable voice that may/not meet the demands of purpose, audience, and genre. • Inconsistently exhibits rhetorical moves in response to a larger conversation.	• Rarely organizes and develops writing around a controlling idea. • Minimally provides connections among ideas that may/not progress a train of thought. • Does not present a recognizable voice that does not meet the demands of purpose, audience, and genre. • Does not exhibit rhetorical moves in response to a larger conversation.

Textual/local features of writing products Language, style, voice, and mechanics	• Uses sophisticated language to craft a clear message with appropriate style and voice for the audience, purpose, and genre. • Demonstrates sophistication in word choice and varied sentence structure. • Exhibits careful editing and proofreading that enhances writer's credibility.	• Uses suitable language to craft a clear message with generally appropriate, style and voice for the audience, purpose, and genre. • Demonstrates some sophistication in word choice and varied sentence structure. • Exhibits evidence of editing and proofreading that may enhance writer's credibility.	• Uses somewhat suitable language to craft a message with somewhat appropriate style and voice for the audience, purpose, and genre. • Demonstrates little sophistication in word choice and varied sentence structure. • Exhibits little evidence of editing and proofreading that may enhance writer's credibility.	• Uses unsuitable language to craft a message with inappropriate style and voice for the audience, purpose, and genre. • Lacks sophistication in word choice and varied sentence structure. • Exhibits no evidence of editing and proofreading.
Academic conventions Documentation, attribution, and formatting	• Precisely documents sources and consistently uses academic conventions appropriate to rhetorical situation. • Chooses appropriate sources and cogently integrates them in service of the writer's claim.	• Documents sources and generally uses academic conventions appropriate to rhetorical situation. • Chooses generally appropriate sources and suitably integrates them in service of the writer's claim.	• Infrequently documents sources and infrequently uses academic conventions appropriate to rhetorical situation. • Chooses somewhat appropriate sources and attempts to integrate them in service of the writer's claim.	• Incorrectly documents or does not document sources and does not use academic conventions appropriate to rhetorical situation. • Chooses inappropriate sources that interfere with writer's claim.

APPENDIX III. GE A2 WRITTEN COMMUNICATION (FIRST-YEAR COMPOSITION)ASSESSMENT RUBRIC. Version II

Description: Proficiency in written communication in English at the A2 level (first-year composition) is demonstrated through reflection and the use of rhetorical knowledge, organization, development, language and mechanics, formatting, and documentation.

Framing Language: This rubric is used to assess established signature assignments included in the A2 portfolio, namely the reflection letter and one of the argument-driven essays. These signature assignments are aligned to the rubric. The Reflection and Local Features of Writing Products dimensions of this rubric should be used to assess the reflection letter. All the dimensions except the Reflection dimension should be used to assess the argument-driven essay.

Development: A draft of this A2 rubric was first developed by faculty in the Department of English in May 2018 and used for a pilot assessment of A2 in May 2019. This pilot informed revisions to the rubric, which were completed on June 10, 2019 by the English faculty who served as assessors in the pilot project.

DIMENSION	PERFORMANCE DESCRIPTORS BY LEVEL			
	4	**3**	**2**	**1**
Reflection *Reflects on one's own learning, intellectual evolution, and ongoing challenges as an academic reader, writer, thinker*	Using appropriate strategies and evidence, *c*learly reflects on the development of composing practices and how those practices influence writing.	Using some strategies and evidence, adequately reflects on the development of composing practices and how those practices influence writing.	Using minimal strategies and evidence, somewhat reflects on the development of composing practices and how those practices influence writing.	Using little to no strategies/evidence or inappropriate evidence, demonstrates limited reflection on the development of composing practices and how those practices influence writing.
Rhetorical Knowledge *Addresses contexts and audiences and establishes voice in the creation of*	Clearly illustrates a consistent ability to develop and maintain an intended	Generally illustrates an ability to develop and maintain an intended purpose and	Somewhat illustrates an ability to develop and maintain an intended	Rarely illustrates an ability to develop and maintain an intended purpose and

texts	purpose and appropriate voice for an identified rhetorical situation, genre, and audience.	appropriate voice for an identified rhetorical situation, genre, and audience.	purpose and appropriate voice for an identified rhetorical situation, genre, and audience.	appropriate voice for an identified rhetorical situation, genre, and audience.
Organization *Uses coherent global and local structure*	Clearly organizes and develops writing around a controlling idea using logical and sophisticated connections that help to progress a coherent train of thought.	Generally organizes and develops writing around a controlling idea using logical connections that help to progress a coherent train of thought.	Somewhat organizes and develops writing around a controlling idea using some connections that help to progress a train of thought.	Rarely organizes and develops writing around a controlling idea.
Development *Uses evidence and strategies in support of the rhetorical situation*	Clearly explores issue(s) and/or text(s); effectively uses evidence and strategies appropriate to the rhetorical situation and in service of a controlling idea	Adequately explores issue(s) and/or text(s); uses evidence and strategies generally appropriate to the rhetorical situation and in service of a controlling idea.	Somewhat explores issue(s) and/or text(s); uses some evidence and strategies somewhat appropriate to the rhetorical situation and in service of a controlling idea.	Minimally explores issue(s) and/or text(s); uses little evidence and few strategies in service of a controlling idea; exploration is generally inappropriate given the rhetorical situation.
Local Features of Writing Products *Use of language and mechanics*	Uses sophisticated language and varied sentence structure; contains minimal mechanical errors.	Uses suitable language and some variation in sentence structure; contains some mechanical errors.	Uses somewhat suitable language and limited variation in sentence structure; contains many mechanical errors.	Uses unsuitable language; contains many mechanical errors that detract from the meaning of the writing product.
Formatting and Documentation	Correctly formats manuscript and precisely documents any included source(s).	Correctly formats manuscript and generally documents any included source(s).	Shows errors in the formatting of the manuscript and gaps in the documentation of source(s).	Incorrectly formats the manuscript and does not document or does not include source(s).