

AREA A2 WRITTEN COMMUNICATION (FIRST-YEAR COMPOSITION) RUBRIC

Description: Proficiency in written communication in English at the A2 level (first-year composition) is demonstrated through development of a central idea appropriate to the assignment and/or audience, organization, development of supporting ideas, use of language choices/mechanics, and citations.

Framing Language: This rubric is used to assess a major essay assignment, which was aligned to each of the rubric dimensions.

Development: A draft of the 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. Revisions to the rubric were made in June 2019 by English faculty who served as assessors on the pilot project. Further revisions were made to the rubric by faculty in the Department of English in January 2023 in preparation for the AY 2023-24 assessment of A2.

DIMENSION	PERFORMANCE DESCRIPTORS BY LEVEL			
	4	3	2	1
Purpose Central idea(s) developed based on the assignment and/or audience.	Central idea(s) appropriate to the assignment and/or audience.	Central idea(s) generally appropriate to the assignment and/or audience.	Central idea(s) somewhat appropriate to the assignment and/or audience.	Central idea(s) lacking or not appropriate to the assignment and/or audience.
Organization Organizes and develops writing around controlling idea(s) using appropriate connections that help to progress a coherent train of thought.	Organization is clear.	Organization is mostly clear.	Organization is somewhat clear.	Organization is unclear and/or lacking.
Development of supporting ideas Uses evidence and explanations to develop the central idea(s).	Presents evidence and explanations to clearly develop the central idea(s).	Presents evidence and/or explanations to generally develop the central idea(s).	Presents evidence and/or explanations to minimally develop the central idea(s).	Does not present evidence or explanations to develop the central idea(s).
Language Choices and Mechanics Conveys meaning using language conventions (e.g. word choice, sentence structure, spelling, capitalization, punctuation, and/or grammar)	Uses appropriate language that is purpose-driven and audience aware, with varied sentence structure. Errors, if any, do not interfere with meaning.	Uses appropriate language with some variation in sentence structure. Minimal errors are present, but do not interfere with meaning.	Uses somewhat appropriate language with limited variation in sentence structure. Errors sometimes interfere with meaning.	Uses inappropriate language. Errors detract from the meaning.

Citations Documentation of all sources (e.g. in-text citations, footnotes, endnotes, and/or bibliography).	Correctly cites included source(s).	Generally cites included source(s) with minimal errors.	Gaps or multiple errors in the citation of source(s).	Does not cite and/or inappropriately cites source(s).
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