

Learning Outcome 1: Write using academic English

Performance Indicators	3 – Proficient Outcome (A, AB)	2 – Competent Outcome (B, BC, C)	3 – Developing Outcome (CD, D, F)
1. Produce a research paper	<ul style="list-style-type: none"> Receives mostly “proficient outcomes” in the 6 categories below with no “developing outcomes” 	<ul style="list-style-type: none"> Receives mostly “competent outcomes” on the 6 categories below (but cannot receive if “developing outcome” in “content” OR “organization”) 	<ul style="list-style-type: none"> Receives mostly “developing outcomes” on the 6 categories below OR Receives a “developing outcome” in “content” OR “organization”
Content	<ul style="list-style-type: none"> Effectively defines and narrows the topic in the introduction Effectively states or effectively implies the research question that the paper answers Employs a thesis statement that effectively answers the research question Effectively employs particular details from sources as evidence via paraphrasing, summarizing, and quoting Effectively employs details from writer’s own experiences/observations/reasoning as textual evidence Effectively restates the thesis and main points in the conclusion Effectively opens to a larger topic or issue in the conclusion 	<ul style="list-style-type: none"> Somewhat defines and narrows the topic in the introduction Adequately states or implies the research question that the paper answers Employs a thesis statement that answers the research question Contains mostly relevant, fairly well-developed paragraphs that use adequate details from sources as evidence via paraphrasing, summarizing, and quoting Adequately employs details from writer’s own experiences/observations/reasoning as textual evidence Adequately restates the thesis and main points in the conclusion perhaps with some minor errors Attempts to open to a larger topic or issue although may not do so very successfully in the conclusion 	<ul style="list-style-type: none"> Does not define and narrow the topic in the introduction Vaguely states or implies the research question that the paper answers Employs an introduction that is unrelated to the topic Employs a thesis statement that does not answer the research question or is missing Contains substantial overdevelopment and/or underdevelopment within paragraphs Employs sources that do not function well as evidence to support the points Employs details from the writer’s own experiences/ observations/reasoning that do not function well as evidence to support the points Contains vague, confusing, or unrelated ideas that do not belong in paragraphs Does not or inadequately restates the thesis and main points in the conclusion Does not or inadequately opens to a larger topic or issue in the conclusion
Organization	<ul style="list-style-type: none"> Employs a thesis statement that effectively organizes the paper Effectively states the writer’s points via effective topic sentences at the start of each body paragraph Employs a logical arrangement of ¶s Effectively organizes the ideas within the paragraphs 	<ul style="list-style-type: none"> Employs a thesis statement that establishes some organization for the paper Adequately states writer’s points via topic sentences although the sentences may be improperly placed or a bit unclear Generally employs a clear arrangement of ¶s Adequately organizes the ideas within the paragraphs although there may be minor problems that cause slight confusion 	<ul style="list-style-type: none"> Employs a thesis statement that does not establish any organization or that is unrelated to the body ¶s and creates disorganization States general points that are vague, confusing, or unrelated to the thesis Employs a confusing arrangement of ¶s Inadequately organizes the ideas within the paragraphs, which causes a major problem with understanding the content Contains vague, confusing, or unrelated ideas that do not belong in paragraphs
Paraphrasing, Summarizing, Quoting	<ul style="list-style-type: none"> Effectively states the same information as the original text when paraphrasing and summarizing Effectively changes the wording and sentence structures from the original text and contains no plagiarism when paraphrasing and summarizing Effectively uses and incorporates quotations 	<ul style="list-style-type: none"> Adequately states the same information as the original text when paraphrasing and summarizing but may be missing a little information, include slightly irrelevant information, and/or include slightly inaccurate information Somewhat changes the wording and sentence structures from the original text when paraphrasing and summarizing although needs more changes to fix minor plagiarism Adequately uses quotations but may quote a little too much, may use quotes that don’t completely fit the content, and/or may not very smoothly incorporate the quote into the sentence 	<ul style="list-style-type: none"> Poorly states the same information as the original text when paraphrasing and summarizing by missing important information, including substantially irrelevant information, and/or including substantially inaccurate information poorly changes the wording and sentence structures from the original text, resulting in substantial plagiarism Ineffectively uses quotations by overly quoting, using quotes that don’t fit the content, and/or not attempting to incorporate the quote into the sentence

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<p>Use of MLA</p>	<ul style="list-style-type: none"> • Effectively uses general formatting features in the Works Cited page (i.e. title, name & page #, alphabetical order, double-spacing, and indentations) • Effectively uses MLA parenthetical citations with only minor errors • Effectively uses Worked Cited entries, which contain a few minor errors in information, order, spelling, capitalization, underlining and/or punctuation 	<ul style="list-style-type: none"> • Adequately uses general formatting features in the Works Cited page (i.e. title, name & page #, alphabetical order, double-spacing, and indentations) but may be missing information, include slightly irrelevant information, and/or include slightly inaccurate information • Somewhat effectively uses an MLA parenthetical citations—may contain some inaccuracies • Adequately uses Worked Cited entries, which contains some errors in information, order, spelling, capitalization, underlining and/or punctuation 	<ul style="list-style-type: none"> • Does not use or contains substantial errors in the general formatting features in the Works Cited page (i.e. title, name & page #, alphabetical order, double-spacing, and indentations) • Ineffectively uses Works Cited entries, which contain many errors in information, order, spelling, capitalization, underlining and/or punctuation OR missing or has extra entries that are not included in the paper • Ineffectively uses or does not use an MLA parenthetical citation
<p>Grammar & Mechanics</p>	<ul style="list-style-type: none"> • Uses generally appropriate, accurate and fairly large range in grammatical structures and mechanics. Minor errors in grammar, punctuation, spelling, and sentence structure, but they do not interfere with comprehension 	<ul style="list-style-type: none"> • Uses a somewhat limited range in grammatical structures and mechanics. Some minor and perhaps one or two major errors in grammar, punctuation, spelling, and sentence structure. Problems are slightly distracting but only interfere slightly with comprehension 	<ul style="list-style-type: none"> • Uses a limited to very limited range in grammatical structures and mechanics. Significant major and minor grammatical errors in grammar, punctuation, spelling, and sentence structure and perhaps even in simple sentences. Errors interfere significantly with comprehension.
<p>Vocabulary</p>	<ul style="list-style-type: none"> • Uses generally appropriate, accurate and fairly large range in vocabulary. Occasional errors in vocabulary and word forms but they do not interfere with comprehension. 	<ul style="list-style-type: none"> • Uses a somewhat limited range in vocabulary and some problems with expressions, word choices, and word form errors. Problems are slightly distracting but only interfere slightly with comprehension. 	<ul style="list-style-type: none"> • Uses a limited to very limited range in vocabulary and expressions, and word choices are sometimes awkward to very awkward and may contain frequent inaccurate word choices. Problems with vocabulary interfere significantly with comprehension.
<p>2. Employ components of the writing process</p>	<ul style="list-style-type: none"> • Successfully demonstrates the ability to employ components of the writing process (e.g. brainstorming, outlining, drafting, revising and editing, & peer review) 	<ul style="list-style-type: none"> • Demonstrates some ability to employ components of the writing process (e.g. brainstorming, outlining, drafting, revising and editing, & peer review) 	<ul style="list-style-type: none"> • Demonstrates little to no ability to employ components of the writing process (e.g. brainstorming, outlining, drafting, revising and editing, & peer review)
<p>3. Use strategies to address writing problems</p>	<ul style="list-style-type: none"> • Completed self-evaluation questions about strategies and techniques that were used • Self-evaluation included thoughtful responses with specific examples of writing strategies that were used 	<ul style="list-style-type: none"> • Completed self-evaluation questions about strategies and techniques that were used • Self-evaluation included general responses without specific examples of writing strategies that were used and/or • Self-evaluation responses were yes or no 	<ul style="list-style-type: none"> • Did not complete self evaluation questions about strategies and techniques that were used