

	<b>Exceeds (optional ENG206)</b> 5	<b>Meets (continue to/pass ENG170/Writing &amp; Rhetoric)</b> 4	<b>Approaches (take SWW/ESL; pass ENG170)</b> 3	<b>Approaches (take SWW/ESL; pass ENG170)</b> 2	<b>Does not meet (repeat)</b> 1
<b>Context of and Purpose for Writing</b> <i>Includes considerations of audience, purpose, and circumstances of the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates little attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	Demonstrates almost no attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
<b>Genre and Disciplinary Conventions</b> <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.	Does not use a consistent system for basic organization and presentation.
<b>Control of Syntax and Mechanics</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	Uses language that regularly impedes meaning because of errors in usage.
<b>Content Development</b>	Uses appropriate, relevant, logical, & compelling content to illustrate mastery of the subject, conveying the writer's rhetorical dexterity.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and to shape the whole work. Cohesive and logical.	Uses appropriate and relevant content to develop and explore ideas through most of the work. Somewhat sustained ideas; needs work on logic and cohesion.	Uses appropriate and relevant content to develop simple ideas in some parts of the <b>work</b> . Lack of cohesion, analysis, or logic in places.	Does not use appropriate and relevant content to develop simple ideas in many parts of the work.
<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop & synthesize ideas appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.	Demonstrates almost no attempt to use sources to support ideas in the writing.
<b>Ability to Revise and Improve Texts</b>	Implements a variety or changes at multiple levels that significantly improve the effectiveness of the text as a response to its exact rhetorical situation.	Implements multiple changes beyond the sentence level that improve the ability of the text to respond to its rhetorical situation.	Implements multiple changes at least at the sentence level that improve the reach of the text as a response to its understanding of the rhetorical situation.	Approaches= Implements very few changes at any level with minimal impact on the ability of the text to respond to the situation.	Does not make changes or changes impede the ability of the text to respond.