**Rubric for FYE Assessment: Writing & Information Literacy**

**Learning Outcome:** Upon completion of the First-Year Experience (FYE), (i) students will have demonstrated the ability to analyze and interpret sophisticated texts and ideas through analytical and argumentative writing, and (ii) students will have demonstrated the ability to analyze and interpret sophisticated texts through locating and evaluating diverse information sources to enhance their understanding of the course material. (Edited 4.5.21)

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| **Criteria** | **Insufficient Achievement** | **Minimum Acceptable Achievement** | **Intermediate Achievement** | **Exceptional Achievement** | **N/A Not part of the assignment** |
| **Thesis, Context, and Purpose**  - Create a cogently relevant and arguable thesis statement that offers room for thought beyond the obvious. | The idea presented in the thesis is unclear or there is no thesis statement.  The purpose of the writing task is misunderstood and unfulfilled by the essay. | Student attempts to explain a debatable issue, but does not necessarily succeed.  Essay may have a thesis, but this thesis may be weak and unoriginal; some attempt has been made to be argumentative, but the writer has confused summary and/or personal opinion with reasoned argument.  The writing shows a basic understanding of the purpose but needs more engagement with it. | A debatable issue is explained and engaged in the opening of the paper, though the issue may not be particularly compelling.  Thesis statement is arguable and clearly worded, though may not be overly inspired or creative.  The purpose of the task is understood and writer shows a meaningful engagement with the task" | A clear and debatable issue is engaged in the opening of the paper.  Thesis statement is arguable, precise and offers room for thought beyond the obvious.  The purpose is thoroughly understood and translates into compelling writing. |  |
| **Content Development**  - Demonstrate mastery of the topic by developing sufficient content and making connections among ideas both primary and secondary  - Incorporate counterargument in order to defend your position. | No attempt to provide reasoning for an argument detected.  Different points of view are not considered. | There may be attempts at reasoning, but these reasons are not clearly expressed in a logical order or otherwise.  Different points of view may be considered but are inadequately addressed. | There are clearly established lines of reasoning that result in a persuasive or somewhat persuasive argument.    Different points of view are considered and addressed. Further development may be needed. | There are clearly established lines of reasoning that result in compelling and persuasive argument.  Different points of view are identified and addressed in a satisfying manner. |  |
| **Location and Application of Sources**  - Select and incorporate appropriate sources to support main idea secondary ideas, and the overall position of the essay.  - Understand and interpret sources accurately. | - The use of sources barely supports ideas and overall position, or there is little or no incorporation of sources.  - Major misreading(s) of sources.  - None or few of the selected references are from valid and reliable sources.  - None or few of the selected sources relate to assignment. | - Limitation in quantity and appropriateness of sources. Support drawn from sources needs strengthening.  - Minor misreading(s) of sources.  - Some of the selected references are from valid and reliable sources  - Some of the selected sources partially relate to assignment. | - Sufficient incorporation of sources. Sources are appropriate and provide effective support for ideas and overall position.  - No misreadings of sources.  - Most of the selected references are from valid and reliable sources.  - Most of the selected sources relate to assignment. | - Incorporation of sources is adequate and strategically sound.  - Accurate and insightful interpretation of sources.  - All of the selected references are from valid and reliable sources  - All of the selected sources relate to assignment. |  |
| **Organization & Clarity**  - Present ideas coherently by creating an organizational framework through the guidance of the thesis and the purpose of your writing  - Express your ideas in clear, easy-to-follow language. | Essay is disorganized; sentences and paragraphs show little organizational coherence.  Ideas are presented as random thoughts or free associations, or are disconnected among themselves with little reference to the thesis and the purpose of writing.  Words and expressions are mostly imprecise and the writing is hard to follow. | Paragraphs do not seem consistently organized around common focal points. Organization can benefit from stronger coherence.  Organization is loose; essay development partially follows the thesis and the purpose of writing.  Words and expressions are generally clear with occasional problems. | Paragraphs mostly revolve around solid focal points, but may contain a few sentences that don’t seem to belong.  A clear organizational framework is delineable and largely follows the thesis and the purpose of writing.  Words appropriately reflect meanings; expressions are effective. The writing is easy to follow. | Guiding topic sentence establishes clear purpose in each body paragraph; all sentences within a single paragraph contribute to its development.  Ideas are presented coherently through a strong organizational framework that develops closely to the thesis and the purpose of writing  Words precisely reflect meanings; expressions are lucid. The writing has a smooth flow that constantly moves the essay forward. |  |