

Core Curriculum Core Skills 1B #2 Critical Reading, Writing, and Information Literacy Value Rubric (4-8 hours)

Learning Outcomes: Students will be able to:

1. read for comprehension
2. write for a specific audience and purpose, employing discipline-specific language
3. locate, evaluate, and apply information appropriate to a specific audience and purpose

	Accomplished (4) [Exceeded]	Proficient (3) [Met]	Developing: (2) [Partially Met]	Beginning(1) [Not Met]	Null (0) [Not Met]
SLO 1 Read for comprehension	<input type="checkbox"/> Recognizes possible implications of the text for contexts, perspectives, or issues beyond the author’s context in the class/assignment. <hr/> <input type="checkbox"/> Draws complex inferences about the author’s message. <hr/> <input type="checkbox"/> Recognizes broader issues in the text that might impact the author’s message. <hr/> <input type="checkbox"/> Fully articulates how text or context might pose challenges the author’s message/points.	<input type="checkbox"/> Uses the text, general background, knowledge, and/or specific knowledge of the authors’ context. <hr/> <input type="checkbox"/> Articulates inferences about the author’s message and attitude. <hr/> <input type="checkbox"/> Recognizes issues that might impact author’s message. <hr/> <input type="checkbox"/> Recognizes how text or context might pose challenges the author’s message/points.	<input type="checkbox"/> Evaluates how textual features (structure and tone) contribute to the author’s message. <hr/> <input type="checkbox"/> Draws basic inferences about the context and the purpose of the text. <hr/> <input type="checkbox"/> Identifies issues in the text in a narrow or limited manner <hr/> <input type="checkbox"/> Identifies challenges in a narrow or limited manner.	<input type="checkbox"/> Utilizes vocabulary accurately, paraphrases or summarizes the information the text communicates. <hr/> <input type="checkbox"/> No inferences drawn about the context and/or the purpose of the text. <hr/> <input type="checkbox"/> No recognition of issues in the text. <hr/> <input type="checkbox"/> No recognition of challenges.	<input type="checkbox"/> No evidence provided

<p>SLO 2 Write for a specific audience, employing discipline-specific writing.</p>	<p><input type="checkbox"/> Demonstrates a thorough understanding of audience.</p> <hr/> <p><input type="checkbox"/> Uses appropriate, relevant and compelling content to illustrate mastery of the subject.</p> <hr/> <p><input type="checkbox"/> Conveys the writer's understanding and purpose which is responsive to the assigned task(s) and context.</p> <hr/> <p><input type="checkbox"/> Uses discipline specific language that skillfully communicates meaning to readers with clarity and fluency and is virtually error free.</p>	<p><input type="checkbox"/> Demonstrates adequate consideration of audience,</p> <hr/> <p><input type="checkbox"/> Uses appropriate, relevant and compelling content to explore ideas within the context of the discipline and form of the work.</p> <hr/> <p><input type="checkbox"/> Conveys purpose with a clear focus on the task.</p> <hr/> <p><input type="checkbox"/> Uses straightforward language that generally conveys meaning to readers with clarity and has few errors.</p>	<p><input type="checkbox"/> Demonstrates awareness of context, audience, and the assigned task, but only begins to show awareness of the audience's perceptions and assumptions.</p> <hr/> <p><input type="checkbox"/> Uses appropriate and relevant content to develop and explore ideas through most of the work</p> <hr/> <p><input type="checkbox"/> Purpose of the work is less clear and focused.</p> <hr/> <p><input type="checkbox"/> Uses language that generally conveys meaning to readers, and may contain some errors.</p>	<p><input type="checkbox"/> Demonstrates minimal attention to context, audience, and to the assigned tasks.</p> <hr/> <p><input type="checkbox"/> Uses appropriate and relevant content to develop simple ideas in some parts of the work.</p> <hr/> <p><input type="checkbox"/> Purpose is unclear and lacks focus.</p> <hr/> <p><input type="checkbox"/> Uses language that sometimes impedes meaning because of errors in usage and has multiple errors.</p>	<p><input type="checkbox"/> No evidence provided</p>
<p>SLO 3 Locate, evaluate, and apply information appropriate to a specific audience and purpose</p>	<p><input type="checkbox"/> Chooses a variety of information sources.</p> <hr/> <p><input type="checkbox"/> Utilizes targeted databases/tools/resources that are appropriate to the scope and the discipline of the research question.</p> <hr/> <p><input type="checkbox"/> Considers relevance, currency, authority, audience and bias.</p> <hr/> <p><input type="checkbox"/> Demonstrates skillful use of high quality relevant and credible sources,</p>	<p><input type="checkbox"/> Chooses a variety of information sources.</p> <hr/> <p><input type="checkbox"/> Utilizes general databases/tools/resources that are appropriate to the scope and the discipline of the research question.</p> <hr/> <p><input type="checkbox"/> Considers relevance, currency, with limited consideration of, authority, audience and bias.</p> <hr/> <p><input type="checkbox"/> Communicates organizes and synthesizes information from credible sources.</p>	<p><input type="checkbox"/> Selects sources using a basic criterion.</p> <hr/> <p><input type="checkbox"/> Information sources are minimally appropriate for the scope and discipline of the research question.</p> <hr/> <p><input type="checkbox"/> May not consider relevance and currency authority audience and bias.</p> <hr/> <p><input type="checkbox"/> Communicates and organizes information from sources.</p>	<p><input type="checkbox"/> Chooses a few information sources.</p> <hr/> <p><input type="checkbox"/> Information sources are not yet appropriate for the scope and discipline of the research question.</p> <hr/> <p><input type="checkbox"/> Does not consider relevance and currency authority audience and bias.</p> <hr/> <p><input type="checkbox"/> Communicates information from sources.</p>	<p>No evidence provided</p>

	<input type="checkbox"/> Organizes, cites, and synthesizes information from said sources to fully achieve a specific purpose, with clarity and depth.	<input type="checkbox"/> Intended purpose is achieved. There is not an accomplished level of clarity and depth.	<input type="checkbox"/> The information is not yet synthesized, so the intended purpose is not achieved.	<input type="checkbox"/> The information is fragmented and/or used inappropriately (misquoted, taken out of context, incorrectly paraphrased) so the intended purpose is not achieved.	
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Definitions:

- Accomplished: Completed, done, effected, highly skilled
- Proficient: Undergoing development, growing, evolving
- Developing: In the process of becoming, becoming more prominent
- Beginning: Exhibiting a marked lack of competence
- Null: no evidence detected

Working Draft endorsed 6/1/15 Core Curriculum Committee