

Evaluation Measures for 2023 Writing Assessment

Criteria	Exceeding (3)	Meeting (2)	Approaching (1)	Not Meeting (0)
<p>1. Critical Thinking: Student identifies, analyzes, and evaluates arguments as they occur in their own and others' work.</p>	<p>The student's work 1. Identifies the target argument(s), context and audience, distinguishing social implications. 2. Clearly articulates the argument's conclusion, distinguishing it from its premises and identifies most relevant genre conventions, definitions and/or hidden assumptions. 3. Builds onto foundational knowledge by clearly and correctly assessing whether the argument's premises provide sufficient logical support for the conclusion, independently of whether the premises are true. 4. 4. Clearly and correctly assesses the reasonableness of the premises, including the credibility of their sources (e.g., observation, testimony, measurement, experiment, etc.), independently of whether the premises support the conclusion through purposeful shifts in voice, tone, and structure.</p>	<p>The student's work 1. Identifies the target argument(s), context and audience. 2. Distinguishes the argument's conclusion from its premises and some effort is made to identify relevant genre conventions, social implications, definitions and/or hidden assumptions. 3. Builds onto foundational knowledge by correctly assessing whether the argument's premises provide sufficient logical support for the conclusion, independently of whether the premises are true. 4. 4. Correctly assesses the reasonableness of the premises, including the credibility of their sources, independently of whether they support the conclusion through purposeful shifts in voice, tone, and structure.</p>	<p>The student's work 1. Identifies the target argument(s) but fails to identify context and audience and includes extraneous elements such as expressions of opinion and descriptions of events. 2. Distinguishes the argument's conclusion from its premises, but little effort is made to identify relevant genre conventions, social implications or definitions and/or hidden assumptions. 3. Attempts to build onto foundational knowledge by assessing whether the argument's premises provide sufficient logical support for the conclusion, independently of whether the premises are true. 4. Attempts to assess the reasonableness of the argument's premises through application, but little effort is made to consider the credibility of the premises' sources through purposeful shifts in voice, tone, and structure.</p>	<p>The student's work 1. Does not isolate the argument(s) from extraneous elements in the text. 2. Does not identify the argument's conclusion or distinguish it sufficiently from the premises, fails to identify context and audience, and little or no effort is made to identify relevant genre conventions, social implications, definitions or hidden assumptions. 3. Does not address whether the argument's premises provide sufficient logical support for the conclusion, independently of the truth of the conclusion. 4. Does not build onto foundational knowledge by considering whether the premises are reasonable to believe, independently of whether they support the conclusion or else no effort is made to evaluate the credibility of the premises' sources through purposeful shifts in voice, tone, and structure.</p>

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<p>2. Critical Thinking: Students develop well-reasoned arguments.</p>	<p>The student’s work</p> <ol style="list-style-type: none"> 1. Develops a clearly articulated argument using purposeful shifts in voice, tone, level of formality, design, medium, and/or structure, through integration and application of evidence with systematic logical reasoning in support of a conclusion or point of view. 2. Identifies relevant qualifications or objections or alternative points of view and prioritizes evidence and/or reasons in support of the conclusion. 3. Describes the broader social relevance, significance or context of the issue and/or applies the reasoning to a novel problem. 	<p>The student’s work</p> <ol style="list-style-type: none"> 1. Presents an argument using purposeful shifts in voice, tone, level of formality, design, medium, and/or structure and evidence through integration and application with logical reasoning in support of a point of view. 2. Identifies some qualifications or objections or alternative points of view. 3. Describes the broader social relevance, significance of context and/or applies the reasoning to a novel problem. 	<p>The student’s work</p> <ol style="list-style-type: none"> 1. States a conclusion or point of view but does not organize the integration and application of evidence or reasons in a logically adequate way or through purposeful shifts in voice, tone, level of formality, design, medium, and/or structure. 2. Does not clearly identify or respond to relevant objections or alternative points of view. 3. Does not adequately describe the broader social relevance or significance or apply the reasoning to a novel problem. 	<p>The student’s work</p> <ol style="list-style-type: none"> 1. Does not clearly state a conclusion or point of view or else little or no supporting reasoning or evidence is presented through integration and application or purposeful shifts in voice, tone, level of formality, design, medium, and/or structure. 2. Makes no attempt to recognize or respond to objections or alternative points of view. 3. Makes no attempt to describe the broader social relevance or significance or to apply the reasoning to a novel problem.

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<p>3. Student demonstrates the ability to revise and improve such texts.</p>	<p>The writer demonstrates care toward learning by providing clear evidence of an ability to revise through multiple drafts by altering content and approach through developing processes using flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing by reorganizing material, or by clarifying and strengthening the coherence of ideas. Through the discovery or reconsideration of new ideas, alterations may include the addition of new material, the deletion of unhelpful material, the substitution of more relevant material for less relevant material, the strengthening of transitions, introductions, and conclusions, and the rewriting of individual sentences.</p>	<p>The writer demonstrates care toward learning through the ability to revise through multiple drafts by refining the content, sharpening the focus, and improving structure, clarity, and coherence through developing processes using flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing. Refining content through the discovery or reconsideration of new ideas may include clearer presentation of evidence, shifting emphasis to foreground the most relevant material, providing improved transitions that keep the focus evident, and reworking the introduction or conclusion as well as rewriting individual sentences. are mostly accurate and rarely impede meaning.</p>	<p>The writer demonstrates a lack of care toward learning or developing processes through an inability to revise through multiple drafts in any substantial way i.e., using flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing. Whatever revision has been done has not been sufficient to discover or reconsider new ideas or improve the content, focus, structure, clarity, and coherence of an earlier draft. Such revision may very well be limited to sections of the essay and demonstrate a lack of awareness of how even small changes can affect the entire paper.</p>	<p>The writer demonstrates a lack of care toward learning or developing processes through an inability to revise through multiple drafts at the level of content or structure i.e., using flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing. Either changes do not improve these features, discover or reconsider new ideas, or are focused almost solely on mechanics.</p>

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<p>4. Global Review: Student demonstrates their abilities to produce coherent texts within common college level forms.</p>	<p>The writer presents an easily identifiable, focused, original, and thought-provoking controlling purpose or thesis. The paper builds onto foundational knowledge, key rhetorical concepts, moves coherently, logically, and even creatively from an engaging introduction to a well-demonstrated conclusion. Paragraphs fit within this structure coherently to demonstrate the ability to analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts an understanding of connected ideas and presents insights into themselves and others through application of pertinent examples and evidence to support central and subsidiary ideas. Sentence structure displays sophistication and variety; transitions add to the logical development of the topic. The essay exhibits care and a solid command of process, word variety and tone and diction appropriate for the subject and</p>	<p>The writer presents an identifiable and focused controlling purpose or thesis. The paper builds onto foundational knowledge, key rhetorical concepts, moves coherently and logically from a satisfying introduction to a solid conclusion. Paragraphs fit within this structure and demonstrate the ability to analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts, an understanding of connected ideas to present insights into themselves and others through application of examples and evidence to support the ideas presented. For the most part, sentences are well constructed, and transitions are sound—though the sequence of ideas may occasionally be awkward. The essay exhibits some degree of care and process and control over the tone and diction appropriate for the subject and its implied audience. Conventions i.e. mechanics (grammar, punctuation, spelling and documentation, if needed)</p>	<p>The writer presents a wandering, vague, or unfocused controlling purpose or thesis. The paper fails to build onto foundational knowledge, key rhetorical concepts, moves awkwardly from a weak introduction to a conclusion that does not adequately represent the body of the paper. Basic paragraphing exists but often fails in the ability to analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts or to connect ideas or present insights into themselves and others through application of support or even recognize a central idea, and the use of evidence and examples is inadequate. Care and process development is absent with sentence and paragraph transitions often unclear, awkward, indirect, and/or illogical. Tone and diction are often inconsistent and/or inappropriate for the</p>	<p>The writer fails to present a controlling purpose or thesis; consequently, it is difficult to identify exactly what the thesis is. The essay fails to build onto foundational knowledge, key rhetorical concepts, moves from an unsatisfactory introductory paragraph to an ending that fails in the ability to analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts and does not connect ideas, present insights into themselves and others through application of support, nor serve as a conclusion, thus conveying the sense that much of what has been presented is unresolved. Care and process development is absent with sentence structure often awkward, and transitions are ineffectual and/or abrupt or simply missing. Diction, tone, and word choice are not appropriate for the</p>

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	<p>its implied audience. Conventions i.e. mechanics (grammar, punctuation, spelling and documentation, if needed) are nearly flawless.</p>	<p>are mostly accurate, and paragraph transitions are sound, but the sequence of ideas may occasionally be awkward.</p>	<p>subject and its implied audience. Conventions i.e. mechanics (grammar, punctuation, spelling and documentation, if needed) are not well executed and may, at times, obscure meaning.</p>	<p>subject or for the implied audience. Conventions i.e. mechanics (grammar, punctuation, spelling and documentation, if needed) disrupt reading and often obscure meaning.</p>
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