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| **Composition II Gen-Ed SLO rubric** | | | | |
|  | *Mastery (3)* | *Satisfactory (2)* | *Emerging (1)* | *Not demonstrated (0)* |
| SLO 1:  Analyze a writer’s argument using key rhetorical concepts | Demonstrates proficient analysis of an argument by accurately identifying and evaluating specific rhetorical strategies. Provides ample, relevant evidence from the text and well-developed explanations. | Demonstrates sufficient analysis of an argument by identifying and evaluating specific rhetorical strategies. Provides sufficient evidence from the text and general explanations. | Demonstrates superficial analysis of an argument by identifying general rhetorical strategies. Provides limited evidence from the text and minimal explanation. | Demonstrates insufficient analysis of an argument with little to no identification of rhetorical strategies. |
| SLO 2:  Design written arguments for a specific audience and purpose | Demonstrates proficient ability to design written arguments for a specific audience and purpose. Employs strong thesis, well-developed paragraphs and logical structure appropriate for the audience and purpose. | Demonstrates sufficient ability to design written arguments for an audience and purpose. Thesis is mostly well-supported by adequate logic and reasoning. | Demonstrates superficial ability to design written arguments. Lacks attention to audience and purpose; reasoning may lack depth and substance. | Demonstrates little to no ability to design written arguments for a specific audience and purpose. |
| SLO 3:  Incorporate appropriate sources to support an argument | Demonstrates proficient ability to incorporate sources that effectively support the argument. Employs credible, rhetorically appropriate sources with full attribution and documentation. | Demonstrates sufficient ability to incorporate sources that support the argument. Employs appropriate sources, and attribution and documentation are adequate. | Demonstrates superficial ability to incorporate sources to support the argument. Sources may be weak or lack credibility, and attribution and documentation may be incomplete or inaccurate. | Demonstrates little to no ability to incorporate sources to support an argument. Few or no sources with no documentation. |
| SLO 4:  Employ effective structure, paragraphs, sentences, and language | Employs proficient logical structure and cohesive paragraphs with effective syntax and word choice. | Employs sufficient structure with mostly clear paragraphs and adequate syntax and word choice. | Employs a superficial or barely functional structure; paragraphs may lack cohesion. At times the syntax and word choice may inhibit clarity. | Employs poor or no structure, rambling or no paragraphs; syntax and word choice impede understanding. |