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| --- | --- | --- | --- | --- | --- |
|  | Competent: Exceeds Expectations -  4 pts | Competent: Meets Expectations -  3 pts | Progressing -  2 pts | Unsatisfactory -  1 pt | Insufficient -  0 pts |
| **Main Idea** | Correctly identifies the main idea in a clear and accurate manner. Response provides focus in topic sentence that responds to one of the prompts. | Correctly identifies most of main idea in a complete sentence. | Identifies an important idea but not the main idea in a complete sentence. | Identifies a detail but not the main idea. | Summary is missing point of original essay. Response has no focus. |
| **Organization and Supporting**  **Details** | Clearly states all important elements using own words or statements.  Both paragraphs are well organized and fully developed. The response paragraph uses examples to support ideas. | Summary covers some of the main and supporting points but is missing evidence. Response may  provide a focus in a topic sentence.  Ideas in the summary/response paragraphs are generally organized but may not consistently or  sufficiently supported with specific details. | States at least 1 important detail. Demonstrates little if any paraphrasing. | Includes unnecessary details. Does not demonstrate any paraphrasing. | Summary and response paragraphs are not organized; ideas are not supported or are thinly supported with details. |
| **Conclusion** | Writes a clear and specific concluding statement. | Writes an adequate concluding statement. | Writes a weak concluding statement. | Does not include a concluding statement. | Nothing like a concluding statement in either paragraph can be identified. |
| **Mechanics**  **and Grammar** | Contains few, if any spelling or grammatical errors. Writing is consistently proficient in the use of language, sentence structure, grammar/usage, punctuation, spelling, and mechanics. | Contains several errors in punctuation, spelling or grammar that do not interfere with meaning. | Contains many errors in punctuation, spelling and/or grammar that interferes with meaning. | Contains many errors in punctuation, spelling and/or grammar that make the piece illegible. | Consistent errors in use of language, sentence structure, grammar/usage, punctuation, spelling and  mechanics distract from meaning. |

Course Outcomes:

1. Analyze the rhetorical needs (the needs of their audience in relationship to the assignment) for academically-oriented writing assignments requiring them to use a broad range of critical thinking strategies, particularly analysis and evaluation.
2. Apply appropriate levels of critical thinking strategies (knowledge, comprehension, application, analysis, synthesis, evaluation) in their written assignments.
3. Implement appropriate rhetorical elements and organization (introduction, thesis, development and support, definition, narration, comparison, conclusion, etc.) in their written assignments.
4. Locate, evaluate, and integrate high-quality information and opinion appropriate for college-level analytical and evaluation assignments.
5. Craft sentences and paragraphs that communicate their ideas clearly and effectively using words, sentence patterns, and writing conventions at a college level to make their writing clear, credible and persuasive.

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