

Competency in First Year Writing (CFYW) Rubric

	4	3	2	1
A: Audience Awareness (LO 1a)	Thorough understanding of assigned audience: <ul style="list-style-type: none"> employs a skillfully developed authorial voice and appropriate rhetorical stance¹ provides appropriate context 	Adequate understanding of assigned audience: <ul style="list-style-type: none"> shows development of voice and rhetorical stance provides some context for audiences 	Basic awareness of assigned audience: <ul style="list-style-type: none"> starting to develop a rhetorical stance, but may not succeed does not offer adequate context 	Minimal awareness of assigned audience: <ul style="list-style-type: none"> minimal attempt to position self in relationship to readers
B: Analysis of Multiple Discourses (LO 1b)	<ul style="list-style-type: none"> Demonstrates skillful, insightful analysis of more than one discourse² Significance of comparison of discourses is insightful 	<ul style="list-style-type: none"> Demonstrates adequate analysis of more than one discourse² Significance of comparison of discourses is clear 	<ul style="list-style-type: none"> Analysis is inconsistent; Essay may analyze two texts, but significance of comparison of the differing discourses was attempted, but unclear and/or underdeveloped. 	<ul style="list-style-type: none"> Analysis is underdeveloped; offers summary with little to no analysis Essay may analyze two texts, but significance of comparison of the differing discourses is barely apparent
C1: Content Development and Use of Evidence (LO 2 and LO3a)	<ul style="list-style-type: none"> Displays strong understanding of topics. Uses appropriate, relevant, and compelling evidence to support claims 	<ul style="list-style-type: none"> Displays adequate understanding of topics Consistently uses evidence to support claims 	<ul style="list-style-type: none"> Displays some understanding of topics Uses some evidence to support claims 	<ul style="list-style-type: none"> Displays little understanding of topics Inconsistently uses evidence to support claims
C2: Organization (LO2)	<ul style="list-style-type: none"> Organization is logical, transitions are seamless, and repetition is avoided 	<ul style="list-style-type: none"> Organization is logical, with some repetition or a few issues with transitions 	<ul style="list-style-type: none"> Organization has a few major flaws in logic or transitions 	<ul style="list-style-type: none"> Organization is haphazard
D1: Use of Sources (LO 3a)	<ul style="list-style-type: none"> Demonstrates skillful use of sources³ 	<ul style="list-style-type: none"> Demonstrates adequate use of sources 	<ul style="list-style-type: none"> Demonstrates an attempt to use sources 	<ul style="list-style-type: none"> Demonstrates little attempt to use sources
D2: Citation (LO 3b)	<ul style="list-style-type: none"> Appropriately and accurately cites credible sources in ways that are appropriate to the discipline 	<ul style="list-style-type: none"> Adequately and accurately cites credible sources in ways that are appropriate to the discipline 	<ul style="list-style-type: none"> Attempts to cite credible sources in ways that are appropriate to the discipline 	<ul style="list-style-type: none"> Makes frequent errors with citation. Citation format may or may not be appropriate to the discipline.
E: Control of syntax and mechanics (LO 4)	<ul style="list-style-type: none"> Uses fluent language and elegant style with no distracting errors in syntax and grammar 	<ul style="list-style-type: none"> Uses clear language with very few types of distracting errors some attention to style 	<ul style="list-style-type: none"> Uses language that lacks clarity, contains some types of distracting errors 	<ul style="list-style-type: none"> Uses language that impedes meaning and/or contains many types of distracting errors

¹Rhetorical stance describes how writers use language to position themselves in relationship to their intended audiences.

²Attends to issues such as purpose, characteristics of the medium, audience, and rhetorical context.

³Examples of skillful use of sources include: distilling the reference document down to its essence, using a quotation that is reasonable in length, using a reasonable number of quotations, and using a quotation in an appropriate place (not just for the purposes of adding a quotation to the essay).

