

Lane Community College
ON-DEMAND Writing Assignment Assessment Rubric

CLO 4.3 “Organize the message to adapt to cultural norms, audience, purpose, and medium.”

	PASS Bridge	ABSE College Ready	Level F	WR 93 & 97 /EL117	WR 115	WR 121
Organization (CLO 4.3)	Suggests the need for coherent and logical progression. Requires or suggests the need to organize material, but may provide models or explicit guidance or a stock pattern or template. Requires or suggests need to articulate connections among ideas.	Requires coherent and logical organization appropriate to writing task. May provide models or templates Suggests or requires need to articulate connections among ideas with some success.	Requires coherent and logical progression appropriate to writing task. Suggests or requires student to organize material independently, but may provide explicit guidance or a stock pattern or template.	Requires or assumes need to produce coherent and logical progression in thesis-driven essays. Requires writer to support all paragraphs with relevant, specific examples and explains/analyzes their significance.	Requires or assumes need to produce coherent and logical progression for writing task. Suggests or assumes ability to articulate connections among ideas with some success.	Assumes ability to create coherent logical progression appropriate to writing task. Assumes ability to create sophisticated connections among ideas.
CLO 5.2 “Apply skills, abilities, theories or methodologies gained in one situation to new situations to solve problems or explore issues.”						
	PASS Bridge	ABSE College Ready	Level F	WR 93/EL117	WR 115	WR 121
Writing Process (CLO 5.2)	Assumes emerging ability to accurately determine the various aspects of the prompt/writing task; may provide explicit instruction or models for structured writing process. Suggests need to engage in planning, editing, and/or revision and/or may provide models or templates. Suggests or requires ability to develop recognition of	Requires ability to break down writing task into manageable chunks Requires or suggests the importance of at least some time budgeted for planning, writing, and revising/editing Requires ability to develop a basic plan for editing/revising.	Requires ability to determine the various aspects of the prompt/writing task; may provide explicit instruction or models. Requires or suggests need for some ability to use planning strategies to respond appropriately to prompt and complete writing task in allotted time. May require ability to develop paragraphs and/or correct grammatical errors or issues with sentence	Requires or suggests the importance of the ability to break down writing task into manageable chunks. May provide explicit guidance. Suggests the importance of or requires ability to budget time for planning, revising, and/or edit.	Requires or assumes ability to break down writing task into manageable chunks. Requires at least some time will be spent on planning, writing, and revising/editing. Explicit guidance or structure for engaging in process may be provided.	Suggests or assumes ability to apply strategic approach to breaking down writing tasks. Suggests or assumes ability to plan, write, and revise/edit in allotted time.

Notes on Terms: **Requires** = called out explicitly as an element that will be graded. Assignment may have structure to support the skill and/or may provide models or explicit instructions for how to apply the skill. **Suggests** = states directly or implies the importance of a skill in grading overall and may offer recommendations but not a specifically articulated requirement. **Assumes** = description of tasks that would require a skill but no explicit mention of skill as part of grading; no/very limited specific advice on how to accomplish.

	grammatical and structural conventions.		boundaries and clause formation that impede meaning.			
Reading for Source Usage (CLO 4.4 & 5.1)	CLO 4.4 “Support assertions with contextually appropriate and accurate examples, graphics, and quantitative information.”					
	CLO 5.1 “Connect theory and practice to develop skills, deepen understanding of fields of study and broaden perspectives.”					
	PASS Bridge	ABSE College Ready	Level F	WR 93/EL117	WR 115	WR 121
	Suggests and may require ability to critically and strategically interact with texts; may provide models of critical reading strategies or direct instruction. May require ability to paraphrase and/or quote source text, may provide models or direct instruction. May assume limited ability to accurately interpret/use source material without support.	Requires ability to critically and strategically interact with text; may provide models or direct instruction. Suggests importance of and may require ability to quote source text and cite sources. May assume students lack awareness of need for citation and/or lack of experience applying them.	Requires ability to critically and strategically interact with text to achieve contextualized understanding; may model critical reading strategies or provide direct instruction. Requires ability to incorporate ideas from class discussions and readings relevant to the writing task and pattern of organization; may provide models or direct instruction. Requires ability to use basic citation strategies; may assume limited experience or understanding of citation systems.	Requires or suggests importance of ability to critically and strategically interact with text may provide (requires use of?) models or direct instruction. Requires ability to quote and cite source text with use of models and direct instruction. May assume awareness of need to avoid plagiarism but limited understanding of or experience applying citation systems.	Requires and may assume ability to engage critically and strategically with texts and may require and/or assume ability to critically and strategically engage with texts in multiple genres. Requires ability to paraphrase and/or quote source text and may provide source texts and/or supply citation information. May assume limited experience with citation systems and lack of awareness of need for in-text citation.	Requires and may assume ability to strategically and critically engage with a variety of texts and genres. Requires ability to correctly paraphrase and/or quote source text in most places. Requires ability to cite sources in genre-appropriate fashion in text and on a works cited page; may provide indirect support (e.g citation software, handbook or reference website, provided citation information with prompt).

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CLO 4.1 “Select an effective and appropriate medium (such as face-to-face, written, broadcast, or digital) for conveying the message.”						
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Genre (CLO 4.1)	Requires or suggests the importance of ability to produce work in assigned genre. Grading and/or assignment specifications may focus more on content than genre conventions. May assume limited experience critically and strategically engaging works in multiple genres.	Requires ability to produce works in assigned genre with direct instruction. Assignment and/or grading specifications may focus more on content than genre conventions. Requires purposeful approach to integrating and citing works in a variety of genres.	May require ability to apply distinctive features of assigned and/or modeled genres. May require or suggest importance of ability to apply patterns of organization, tone, and purpose appropriately for the assigned genre.	May require ability to write in genres other than academic essays with explicit instruction and/or models.	May require ability to strategically apply genre conventions; may provide models of assigned genre or provide explicit guidance related to genre conventions. May require integration and citation of sources in genre appropriate fashion. May require and/or assume ability to critically and strategically engage with multiple genres.	Requires and may assume ability to apply genre convention; may provide direct instruction for composing in a specific genre. Requires integrating and citing sources in genre appropriate fashion; may provide explicit and/or indirect instruction related to genre appropriate source use. Requires and may assume ability to critically and strategically engage with multiple genres.

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