

**APPENDIX G: WRITING INTENSIVE RUBRIC**

	<b>QEP SLO 1 Inquiry and Source Use</b>	<b>QEP SLO 2 Context, Purpose, Audience</b>	<b>QEP SLO 4 Proofreading and Editing</b>	<b>QEP SLO 5 Awareness</b>
	Writer uses writing to investigate complex, relevant topics and address significant questions through engagement with and effective use of credible sources.	Writer produces writing that reflects an awareness of context, purpose, and audience of their major disciplines and/or career fields.	Writer proofreads and edits his or her own writing, avoiding grammatical and mechanical errors.	Writer assesses and explains the major choices that they make in his or her writing (based on self-analysis).
	<b>4</b> Excellent	Documents consistently demonstrate a keen awareness of audience, purpose, and conventions of the discipline/course.	Documents consistently display careful proofreading and are largely free of surface-level errors.	The analysis clearly demonstrates the writer's ability to identify and explain the writing choices and strategies used in the portfolio documents.
	<b>3</b> Good	Documents demonstrate the writer's ability to engage meaningful questions relevant to the course, but with occasional lapses.	Documents reflect the proofreading efforts of the writer and include only occasional surface-level errors.	The analysis demonstrates the writer's ability to identify and explain the writing strategies used in the portfolio documents, with only occasional areas that are confusing or incomplete.
	<b>2</b> Adequate	Documents demonstrate the writer's ability to engage questions that are relevant to the course, but in limited ways.	Documents evidence some proofreading and editing, but several surface-level errors remain.	The analysis demonstrates that the writer is sometimes able to identify and/or explain the writing strategies used in the portfolio documents, but there are several areas that are confusing or incomplete.
	<b>1</b> Poor	Documents largely fail to demonstrate engagement with questions relevant to the course.	Documents largely fail to demonstrate an awareness of audience, purpose, and conventions of the discipline/course.	Documents reflect minimal or ineffective proofreading and editing strategies. Numerous surface-level errors remain.
				The analysis largely fails to demonstrate an ability to identify and explain writing strategies in the portfolio documents.