

Highly Competent	Competent	Emerging Competence: Consistent or Inconsistent		Not Competent
Does not need English 302 (rec. portfolio exemption); is prepared to write well in upper-division courses in the disciplines	Is strongly prepared to learn additional strategies in English 302 and manage writing in upper-division courses in the disciplines	Is prepared for but will strongly benefit from English 302; could reasonably attempt writing in upper-division courses in the disciplines	Demonstrates minimal or partial preparation for English 302; will struggle in writing for upper-division courses in the disciplines	Does not demonstrate sufficient preparation for English 302; is not prepared for writing in upper-division courses in the disciplines

****Audience, Context, Purpose:** Meets assignment expectations, demonstrates clear focus/argument, adapts to audience/context (academic reader or as specified in assignment)**

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Organization, Coherence, Development: Uses introduction and conclusion to frame essay and engage audience, demonstrates cohesion and flow through the essay, demonstrates intra-paragraph cohesion, develops points fully through evidence and analysis

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****Presentation of evidence and use of sources:** Incorporates source material appropriate to and sufficient for the assignment/purpose/audience; uses quotation, paraphrase and summary appropriately; demonstrates understanding of source material; analyzes and synthesizes source material in relation to topic/claim (moves beyond summary or "all about"); integrates source material in support of topic/claim**

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****Contribution to Conversation:** Provides accurate and interesting content, situates claims/analysis in relation to current conversations and/or broad issues, acknowledges and responds to alternate perspectives, provides nuanced analysis and/or synthesis of ideas/positions, attends to disciplinary knowledge and/or methods related to topic/claim, employs distinct authorial voice**

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Mechanics, Format: Consistently meets expectations for Standard Edited US English (grammar/punctuation) with evidence of proofreading, demonstrates sentence-level fluency, employs appropriate tone/diction for context and discipline, uses consistent and correct citation formats

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OVERALL

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