Writing Foundations Rubrics

WRITE

Beginner: Students demonstrate awareness of the context and purpose of their writing, which is to make an evidence-based argument. They organize their writing in a manner that is generally effective given the purpose. They use appropriate content to develop and support their ideas. There may be errors in syntax and mechanics, but not enough to pose a significant barrier to understanding.

Beginner	Meets Expectations
Students demonstrate awareness of the context and purpose of their writing.	There is a clear argument or thesis that addresses the entire purpose.
Students organize in a manner that is effective for the purpose	The argument flows clearly throughout the paper, shaping the entire structure.
Students use appropriate content to develop and support their ideas	The essay consistently employs appropriate evidence to support the author's claims
Students use appropriate syntax and mechanics.	Sentences are largely clear, though there may be occasional errors with syntax, grammar or spelling.

INFORMATION LITERACY

Beginner: Students demonstrate the ability to access appropriate information through basic search strategies. They cite sources appropriately and articulate the value of accurate citations. Their papers are free of plagiarism.

Information Literacy	Meets Expectations
Student demonstrates the ability to access appropriate information through basic search strategies.	Student work contains appropriate information (eg., draws on sources that are objective, reliable, credible, appropriately recent, and draw on appropriate levels of expertise)
Source citation is appropriate.	Student is able to correctly apply the basics of the assigned citational style. Citations are accurate and contain relatively few stylistic errors.
Student work is free of plagiarism.	Student work consistently cites information and ideas that are not the student's own.

METACOGNITION

Beginner: Students begin to identify their intellectual abilities and dispositions. They recognize that there are different problem-solving processes and learning strategies.

Metacognition	Meets Expectations
Students identify their learning strategies.	Student can identify specific learning strategies that they used in the class.
Students identify their intellectual abilities and dispositions.	Student identifies specific strengths and weaknesses of their learning.
Students identify their problem-solving processes.	Students articulate specific problem-solving approaches they used to address a weakness of their learning.