Core Curriculum Core Skills 1B #2 Critical Reading, Writing, and Information Literacy Value Rubric (4-8 hours)

Learning Outcomes: Students will be able to:

1. read for comprehension
2. write for a specific audience and purpose, employing discipline-specific language
3. locate, evaluate, and apply information appropriate to a specific audience and purpose

<table>
<thead>
<tr>
<th>SLO 1 Read for comprehension</th>
<th>Accomplished (4) [Exceeded]</th>
<th>Proficient (3) [Met]</th>
<th>Developing: (2) [Partially Met]</th>
<th>Beginning(1) [Not Met]</th>
<th>Null (0) [Not Met]</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Recognizes possible implications of the text for contexts, perspectives, or issues beyond the author’s context in the class/assignment.</td>
<td>□ Uses the text, general background, knowledge, and/or specific knowledge of the authors’ context.</td>
<td>□ Evaluates how textual features (structure and tone) contribute to the author’s message.</td>
<td>□ Utilizes vocabulary accurately, paraphrases or summarizes the information the text communicates.</td>
<td>□ No evidence provided</td>
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<tr>
<td>□ Draws complex inferences about the author’s message.</td>
<td>□ Articulates inferences about the author’s message and attitude.</td>
<td>□ Draws basic inferences about the context and the purpose of the text.</td>
<td>□ No inferences drawn about the context and/or the purpose of the text.</td>
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<tr>
<td>□ Recognizes broader issues in the text that might impact the author’s message.</td>
<td>□ Recognizes issues that might impact author’s message.</td>
<td>□ Identifies issues in the text in a narrow or limited manner</td>
<td>□ No recognition of issues in the text.</td>
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<tr>
<td>□ Fully articulates how text or context might pose challenges the author’s message/points.</td>
<td>□ Recognizes how text or context might pose challenges the author’s message/points.</td>
<td>□ Identifies challenges in a narrow or limited manner.</td>
<td>□ No recognition of challenges.</td>
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</tbody>
</table>
## SLO 2 Write for a specific audience, employing discipline-specific writing.

- □ Demonstrates a thorough understanding of audience.
- □ Demonstrates adequate consideration of audience.
- □ Demonstrates awareness of context, audience, and the assigned task, but only begins to show awareness of the audience’s perceptions and assumptions.
- □ Demonstrates minimal attention to context, audience, and to the assigned tasks.
- □ No evidence provided

- □ Uses appropriate, relevant and compelling content to illustrate mastery of the subject.
- □ Uses appropriate, relevant and compelling content to explore ideas within the context of the discipline and form of the work.
- □ Uses appropriate and relevant content to develop and explore ideas through most of the work.
- □ Uses appropriate and relevant content to develop simple ideas in some parts of the work.

- □ Conveys the writer’s understanding and purpose which is responsive to the assigned task(s) and context.
- □ Conveys purpose with a clear focus on the task.
- □ Purpose of the work is less clear and focused.
- □ Purpose is unclear and lacks focus.

- □ Uses discipline specific language that skillfully communicates meaning to readers with clarity and fluency and is virtually error free.
- □ Uses straightforward language that generally conveys meaning to readers with clarity and has few errors.
- □ Uses language that generally conveys meaning to readers, and may contain some errors.
- □ Uses language that sometimes impedes meaning because of errors in usage and has multiple errors.

## SLO 3 Locate, evaluate, and apply information appropriate to a specific audience and purpose

- □ Chooses a variety of information sources.
- □ Chooses a variety of information sources.
- □ Chooses a few information sources.
- □ No evidence provided

- □ Utilizes targeted databases/tools/resources that are appropriate to the scope and the discipline of the research question.
- □ Utilizes general databases/tools/resources that are appropriate to the scope and discipline of the research question.
- □ Information sources are not yet appropriate for the scope and discipline of the research question.

- □ Considers relevance, currency, authority, audience and bias.
- □ Considers relevance, currency, with limited consideration of, authority, audience and bias.
- □ May not consider relevance and currency authority audience and bias.

- □ Demonstrates skillful use of high quality relevant and credible sources.
- □ Communicates organizes and synthesizes information from credible sources.
- □ Communicates and organizes information from sources.

- □ Communicates information from sources.
| □ Organizes, cites, and synthesizes information from said sources to fully achieve a specific purpose, with clarity and depth. | □ Intended purpose is achieved. There is not an accomplished level of clarity and depth. | □ The information is not yet synthesized, so the intended purpose is not achieved. | □ The information is fragmented and/or used inappropriately (misquoted, taken out of context, incorrectly paraphrased) so the intended purpose is not achieved. |

**Definitions:**

- Accomplished: Completed, done, effected, highly skilled
- Proficient: Undergoing development, growing, evolving
- Developing: In the process of becoming, becoming more prominent
- Beginning: Exhibiting a marked lack of competence
- Null: no evidence detected

Working Draft endorsed 6/1/15 Core Curriculum Committee