**107 B/G Scoring Guide**

**Students who successfully complete 2 Area A courses will be able to:**

**Outcome 1: Produce writing that demonstrates the ability to conduct inquiry in specific contexts using appropriate sources (e.g., academic and non-academic sources; digital and print sources) and methods.**

Focus:

* The student’s understanding of the professional challenge (situation and purpose), including the writer’s own professional standing/status and relation to audience
* Demonstrating, through tone, argument, and evidence, the writer’s comprehension of the audience addressed
* Employing accurate information, data, illustrative examples, and other evidence, plus clear ideas and logic, that inform/persuade a particular audience
* If a research project, integrating academic and business resources that effectively support the purposes of the document

**The submission:**

Consistently reflects the student’s thoughtful understanding of the professional challenge (situation and purpose), including the writer’s own professional standing/status and relation to audience.

Generally reflects the student’s thoughtful understanding of the professional challenge (situation and purpose), including the writer’s own professional standing/status and relation to audience.

Inconsistently reflects the student’s thoughtful understanding of the professional challenge (situation and purpose), including the writer’s own professional standing/status and relation to audience.

Does not reflect the student’s thoughtful understanding of the professional challenge (situation and purpose), and does not include the writer’s own professional standing/status and relation to audience.

**The submission:**

Consistently demonstrates, through tone, argument, and evidence, the writer’s comprehension of the audience addressed

Generally demonstrates, through tone, argument, and evidence, the writer’s comprehension of the audience addressed

Inconsistently demonstrates, through tone, argument, and evidence, the writer’s comprehension of the audience addressed

Does not demonstrate, through tone, argument, and evidence, the writer’s comprehension of the audience addressed

**The submission:**

Consistently employs accurate information, data, illustrative examples, and other evidence, plus clear ideas and logic, that will inform/persuade a particular audience. Thus the document relies much more on evidence of various types than on the writer’s individual perspectives.

Generally employs accurate information, data, illustrative examples, and other evidence, plus clear ideas and logic, that will inform/persuade a particular audience. Thus the document relies much more on evidence of various types than on the writer’s individual perspectives.

Inconsistently employs accurate information, data, illustrative examples, and other evidence, plus clear ideas and logic, that will inform/persuade a particular audience. Thus the document relies much more on evidence of various types than on the writer’s individual perspectives.

Does not employ accurate information, data, illustrative examples, and other evidence, nor clear ideas and logic, that inform/persuade a particular audience.

**The submission:**

If a research project, the submission consistently integrates academic and business resources that effectively support the purposes of the document.

If a research project, the submission generally integrates academic and business resources that effectively support the purposes of the document.

If a research project, the submission inconsistently integrates academic and business resources that effectively support the purposes of the document.

If a research project, the submission does not integrate academic and business resources that effectively support the purposes of the document

**Your overall rating of outcome #1: Exemplary|Proficient|Developing|Not present**

**Outcome 2: Apply analysis of purposes, audiences, and contexts for writing to the production of written work.**

Focus:

* Demonstrating insightful understanding of the professional situation/context
* Demonstrating the ability to inform and/or persuade the defined audience
* Aligning format, organization, and tone with professional context, purpose, and audience.
* In the case of team-generated, collaborative documents, showing purpose, strategy, clarity, document design, and audience understanding.

**The submission:**

Consistently demonstrates insightful understanding of the professional situation/context.

Generally demonstrates insightful understanding of the professional situation/context.

Inconsistently demonstrates insightful understanding of the professional situation/context.

Does not demonstrate insightful understanding of the professional situation/context

**The submission:**

Consistently demonstrates the ability to inform and/or persuade the defined audience.

Generally demonstrates the ability to inform and/or persuade the defined audience.

Inconsistently demonstrates the ability to inform and/or persuade the defined audience.

Does not demonstrate the ability to inform and/or persuade the defined audience.

**The submission:**

Effectively aligns format, organization, and tone with professional context, purpose, and audience on a consistent basis.

Generally aligns format, organization, and tone with professional context, purpose, and audience on a consistent basis.

Inconsistently aligns format, organization, and tone with professional context, purpose, and audience.

Does not align format, organization, and tone with professional context, purpose, and audience.

**The submission:**

In the case of team-generated, collaborative documents, the writing shows overall consistency of purpose, strategy, clarity, document design, and audience understanding.

In the case of team-generated, collaborative documents, the writing generally shows consistency of purpose, strategy, clarity, document design, and audience understanding.

In the case of team-generated, collaborative documents, the writing shows inconsistent purpose, strategy, clarity, document design, and audience understanding.

In the case of team-generated, collaborative documents, the writing does not show purpose, strategy, clarity, document design, and audience understanding.

**Your overall rating of outcome #2: Exemplary|Proficient|Developing|Not present**

**Outcome 3: Reflect on processes for writing, reading, and analysis and consider the relationships between those processes and specific purposes, audiences, and contexts for writing.**

Focus:

* Demonstrating thoughtful use of class resources, including feedback from instructors and peers, other professionals in the field, and class activities.
* If revised documents are included, using these resources to improve the effectiveness of the message.

**The submission:**

Consistently demonstrates thoughtful use of class resources, including feedback from instructors and peers, other professionals in the field, and class activities.

Generally demonstrates thoughtful use of class resources, including feedback from instructors and peers, other professionals in the field, and class activities.

Inconsistently demonstrates thoughtful use of class resources, including feedback from instructors and peers, other professionals in the field, and class activities.

Does not demonstrate thoughtful use of class resources, including feedback from instructors and peers, other professionals in the field, and class activities.

**The submission:**

If revised documents are included, the submission shows consistently successful use of these resources to improve the effectiveness of the message.

If revised documents are included, the submission shows generally successful use of these resources to improve the effectiveness of the message.

If revised documents are included, the submission shows inconsistent use of these resources to improve the effectiveness of the message.

If revised documents are included, the submission does not show use of these resources to improve the effectiveness of the message.

**Your overall rating of this submission for outcome #3: Exemplary|Proficient|Developing|Not present**

**Outcome 4: Develop and apply strategies to address unintentional violations of convention of content, form, citation, style, mechanics, and syntax.**

**Focus:**

* Employing the formats and conventions of professional communications and attending to grammar, syntax, mechanics, and accurate word choices
* Employing a clear, concise, and friendly style that respects the audience and, if writing for an organization, represents it well.
* If a research project, incorporating appropriate academic and business resources and successfully introducing and contextualizing all quotations, data, and visual information. Citation of information and ideas.
* In revised documents, demonstrating thoughtful editing and revising in response to classroom feedback from the instructor and peers regarding all aspects of form and content appropriate to professional written communications.

**The submission:**

Accurately employs the formats and conventions of professional communications and attends to grammar, syntax, mechanics, and accurate word choices on a consistent basis.

Accurately employs the formats and conventions of professional communications and attends to grammar, syntax, mechanics, and accurate word choices on a general basis.

Inconsistently employs the formats and conventions of professional communications and attends to grammar, syntax, mechanics, and accurate word choices.

Does not employ the formats and conventions of professional communications and does not attend to grammar, syntax, mechanics, and accurate word choices.

**The submission:**

Consistently employs a clear, concise, and friendly style that respects the audience and, if writing for an organization, represents it well.

Generally employs a clear, concise, and friendly style that respects the audience and, if writing for an organization, represents it well.

Inconsistently employs a clear, concise, and friendly style that respects the audience and, if writing for an organization, represents it well.

Does not employ a clear, concise, and friendly style that respects the audience and, if writing for an organization, does not represent it well.

**The submission:**

If a research project, the submission incorporates appropriate academic and business resources and successfully introduces and contextualizes all quotations, data, and visual information. The writing accurately and thoroughly cites all sources of information and ideas.

If a research project, the submission generally incorporates appropriate academic and business resources and successfully introduces and contextualizes all quotations, data, and visual information. The writing cites all sources of information and ideas.

If a research project, the submission mixes appropriate academic and business resources with less-reliable sources and successfully introduces and contextualizes only some of the quotations, data, and visual information. The writing inconsistently cites sources of information and ideas.

If a research project, the submission does not incorporate appropriate academic and business resources and does not successfully introduce and contextualize all quotations, data, and visual information. The writing does not cite sources of information and ideas.

**The submission:**

In revised documents, the writing consistently demonstrates thoughtful editing and revising in response to classroom feedback from the instructor and peers regarding all aspects of form and content appropriate to professional written communications.

In revised documents, the writing generally demonstrates thoughtful editing and revising in response to classroom feedback from the instructor and peers regarding all aspects of form and content appropriate to professional written communications.

In revised documents, the writing inconsistently demonstrates thoughtful editing and revising in response to classroom feedback from the instructor and peers regarding all aspects of form and content appropriate to professional written communications.

In revised documents, the writing does not demonstrate thoughtful editing and revising in response to classroom feedback from the instructor and peers regarding all aspects of form and content appropriate to professional written communications.

**Your overall rating of this of outcome #4: Exemplary|Proficient|Developing|Not present**

**Your OVERALL rating of this submission:**

**Exemplary|Proficient|Developing|Inadequate**