**2E 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:

* Demonstrating discipline-situated inquiry
* Offering persuasive and appropriate evidence/examples to support assertions
* Using references that demonstrate effective evaluation and application of sources.

**The submission:**

Consistently and compellingly demonstrates discipline-situated inquiry

Often demonstrates discipline-situated inquiry

Inconsistently demonstrates discipline-situated inquiry

Does not demonstrate discipline-situated inquiry

**The submission:**

Consistently offers persuasive and appropriate evidence/examples to support assertions

Often offers persuasive and appropriate evidence/examples to support assertions

Inconsistently offers persuasive and appropriate evidence/examples to support assertions

Does not offer persuasive and appropriate evidence/examples to support assertions

**The writer:**

Consistently uses references that demonstrate effective evaluation and application of sources.

Often uses references that demonstrate effective evaluation and application of sources.

Inconsistently uses references that demonstrate effective evaluation and application of sources.

Does not use references that demonstrate effective evaluation and application of sources

**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 understanding of the audience, purpose and context for the writing by using discipline-appropriate formatting, wording, and/or numerical and graphical representations

**The submission:**

Consistently demonstrates understanding of the audience, purpose and context for the writing by using discipline-appropriate formatting, wording, and/or numerical and graphical representations

Often demonstrates understanding of the audience, purpose and context for the writing by using discipline-appropriate formatting, wording, and/or numerical and graphical representations

Inconsistently demonstrates understanding of the audience, purpose and context for the writing by using discipline-appropriate formatting, wording, and/or numerical and graphical representations

Does not demonstrate understanding of the audience, purpose and context for the writing or does not use discipline-appropriate formatting, wording, and/or numerical and graphical representations

**The submission:**

Consistently uses specific sections and sub-sections that are clearly identified and connected to other sections

Often uses specific sections and sub-sections that are clearly identified and connected to other sections

Inconsistently uses specific sections and sub-sections that are clearly identified and connected to other sections

Does not use specific sections and sub-sections or does not clearly identify and connect sections/sub-sections to other sections

**The submission:**

Consistently uses graphics and numerical data that clearly and compellingly support the text

Often uses graphics and numerical data that clearly and compellingly support the text

Inconsistently uses graphics and numerical data that clearly and compellingly support the text

Does not use graphics and numerical data to support the text

**The submission:**

Consistently makes choices of tone, register, and language that clearly demonstrate analysis of specific audiences, purposes, contexts and usability within the engineering discipline

Often makes choices of tone, register, and language that clearly demonstrate analysis of specific audiences, purposes, contexts and usability within the engineering discipline

Inconsistently makes choices of tone, register, and language that clearly demonstrate analysis of specific audiences, purposes, contexts and usability within the engineering discipline

Does not make choices of tone, register, and language or does not clearly demonstrate analysis of specific audiences, purposes, contexts and usability within the engineering discipline

**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 choice and application of appropriate analytic and interpretive tools that reveal a constructive revision process

**The writer:**

Consistently demonstrates choice and application of appropriate analytic and interpretive tools that reveal a constructive revision process

Often demonstrates choice and application of appropriate analytic and interpretive tools that reveal a constructive revision process

Inconsistently demonstrates choice and application of appropriate analytic and interpretive tools that reveal a constructive revision process

Does not demonstrate choice and application of appropriate analytic and interpretive tools or does not reveal a constructive revision process

Not applicable; document history indicating reflection history not available to the reviewer.

**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:**

* Adhering to accepted scientific and professional engineering integrity standards:
	+ Ethical considerations
	+ Conventions of content & form
	+ Citation conventions
	+ Correct mechanics and syntax

**The submission:**

Consistently adheres to accepted scientific and professional engineering integrity standards including (in order of importance): 1) ethical considerations, 2) conventions of content & form, 3) citation conventions [often IEEE style], and 4) correct mechanics and syntax

Often adheres to accepted scientific and professional engineering integrity standards including (in order of importance): 1) ethical considerations, 2) conventions of content & form, 3) citation conventions [often IEEE style], and 4) correct mechanics and syntax

Inconsistently adheres to accepted scientific and professional engineering integrity standards including (in order of importance): 1) ethical considerations, 2) conventions of content & form, 3) citation conventions [often IEEE style], and 4) correct mechanics and syntax

Does not adheres to accepted scientific and professional engineering integrity standards including (in order of importance): 1) ethical considerations, 2) conventions of content & form, 3) citation conventions [often IEEE style], and 4) correct mechanics and syntax

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

**Your OVERALL rating of this submission:**

**Exemplary|Proficient|Developing|Inadequate**