

SEEDS Student Learning Outcome Rubric

Effective Writing II

- Rhetorical Agency: Students will be able to demonstrate awareness of the rhetorical situation through rhetorical choices that shape meaning and engage their audience.
- Critical Reading and Thinking: Students will be able to engage with ideas, texts experiences, and/or evidence through analysis, interpretation, and/or synthesis.
- Composition Processes and Reflection: Students will be able to engage with feedback and reflection to develop, complicate, and refine ideas throughout an iterative composing process.
- Organization and Clarity: Students will be able to organize ideas purposefully and logically to create cohesion and enhance overall meaning, readability, and clarity.

Note: All four objectives must be met.

Student Learning Objective	Proficient / Meets Expectations	Basic / Approaching Expectations	Below Basic Expectations	Beginning / Does Not Meet Expectations
Rhetorical Agency	Demonstrates consistent awareness of the rhetorical situation (i.e., audience, purpose, genre, and context) through consistent, intentional	Demonstrates partial awareness of the rhetorical situation, though rhetorical choices may be inconsistent, uneven, or only somewhat effective in supporting	Demonstrates limited awareness of the rhetorical situation, resulting in rhetorical choices that minimally support meaning or audience engagement.	Demonstrates little to no awareness of the rhetorical situation, resulting in ineffective or unclear rhetorical choices that do not support meaning or audience engagement.

	rhetorical choices that effectively shape meaning and audience engagement.	meaning and audience engagement.		
Critical Reading and Thinking	Engages critically and insightfully with ideas, texts, experiences, and/or evidence through original analysis, interpretation, and/or synthesis.	Engages critically with ideas, texts, experiences, and/or evidence through analysis and interpretation, that is generally well developed and appropriate to purpose.	Demonstrates some analysis and engagement, though interpretation, reasoning, or support may be uneven, surface-level, or inconsistently developed.	Demonstrates limited or minimal analysis or critical engagement, with underdeveloped thinking, weak support, or little to no evidence of interpretation.
Composition Processes and Reflection.	Engages purposefully with feedback and reflection to substantially develop, complicate, and refine ideas throughout an iterative composing process.	Uses feedback and reflection to meaningfully revise and develop beyond the initial draft.	Demonstrates some revision and reflection, though changes may be moderate, uneven, or only partially integrated into the development of ideas.	Demonstrates limited revision or reflection, with minimal changes, mostly surface-level edits, or little evidence of engagement with feedback.
Organization and Clarity.	Ideas are purposefully and	Ideas are generally organized in a logical	Organization is inconsistent or loosely	Organization is unclear or disjointed, with

	logically organized to create cohesion and enhance overall meaning, readability, and clarity.	way that supports cohesion and meaning, though clarity may be uneven, and connections between ideas may be less explicit or consistent.	structured, limiting cohesion. Ideas may be lacking clarity, making meaning and relationships between ideas difficult to follow.	minimal cohesion. Ideas lack clarity, significantly limiting readability and meaning-making.
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