ENG 099: Introduction to Academic Writing
Placement Characteristics and Pre-College Outcomes

This document describes both the placement characteristics and the transitional outcomes for English 099. When applying the characteristics for placement, it is understood that all characteristics may not always be present, but most will be. When applying the transitional outcomes, it is understood that these outcomes will continue to develop as students complete course work in English 099 and their other college courses.

ENG 099 Placement Characteristics

Category	Characteristic*
Purpose and Audience	The writing does not meet the requirements of the assignment and does not demonstrate a basic familiarity with purpose and audience. The writing is characterized by one or more of the following: • purpose and main idea(s) that may require extensive inferences by the reader, • insufficient details, • irrelevant details, and • extensive repetition of detail.
Idea Development	The writing is not clear and focused. The reader cannot easily understand the main idea without making extensive inferences. The details are not appropriate for the purpose and audience and are often extremely limited or simply unclear.
Organization	The writing lacks a clear organizational structure, making the writing difficult to follow and requiring the reader to reread substantial portions. OR the piece may be too short (or incomplete) to demonstrate organizational skills. The writing is characterized by one or more of the following: • some attempts at sequencing, but the order or the relationship among ideas is frequently unclear, • lack of paragraph breaks, • missing or extremely undeveloped beginning, body, and/or ending, • ineffective, overused, or lack of transitions, and • details that seem to be randomly placed, leaving the reader frequently confused.
Style	Language is monotonous and/or misused, detracting from the meaning and impact. The writing is characterized by one or more of the following: • words that are colorless, flat or imprecise, • monotonous repetition or overwhelming reliance on clichés that repeatedly detract from the message, • general, vague words that fail to communicate, • an extremely limited range of words, and • words that simply do not fit the context; they seem imprecise, inadequate, or wrong.
Conventions	The writing demonstrates poor control of Standard Written English. Frequent, significant errors interfere with readability. The writing is characterized by one or more of the following:

	• little control over basic conventions, • many end-of-sentence punctuation errors; internal punctuation contains frequent errors. • spelling errors that frequently distract the reader; misspelling of common words, • capitalization inconsistent or often incorrect, and • errors in grammar and usage that interfere with readability and meaning.
Citing Sources	The writing demonstrates little commitment to using quality resources and accurately representing the writing of others. Frequent errors in documentation result in instances of plagiarism and often do not enable the reader to check the source. The writing is characterized by one or more of the following: • paraphrasing includes phrases that should be enclosed by quotation marks or rephrased into the writer's language and style, • inaccurate use of ideas from sources such that essential meaning of the source has been altered, and • citations that incorrectly identify sources.

*Characteristics have been culled from these sources:
 Oregon Department of Education. *Official Scoring Guide, Writing.* http://www.ode.state.or.us/teachlearn/testing/scoring/guides/2004-05/writingscoringguide0405.pdf
 English Composition Subcommittee. *Writing Rubrics.* 14 October 2008.

Scoring Rubric for Writing Assessment

Directions: Circle one choice for each rubric and attach this sheet to the essay.   List the **essay code** here_____ **Your initials**_____

Rubric	Pre-College Competencies	First-Year Outcome: Beginning Competencies	Second-Year Outcome: Developing Competencies	Third-Year Outcome: Practicing Competencies	Fourth-Year Outcome: Accomplished Competencies
Purpose and Audience	The writing shows an awareness of audience, even if it does not yet fully engage that audience. It also shows some awareness of distinct purpose.	The writing meets the requirements of the assignment, engages the audience, and demonstrates a basic familiarity with audience and purpose appropriate for the particular discipline and/or genre for which the student is writing.	The writing meets the requirements of the assignment, engages the audience, and demonstrates an average familiarity with audience and purpose appropriate for the particular discipline and/or genre for which the student is writing.	The writing meets the requirements of the assignment, engages the audience, and demonstrates an above average facility with audience and purpose appropriate for the particular discipline and/or genre for which the student is writing.	The writing meets the requirements of the assignment, engages the audience, and demonstrates a proficient facility with audience and purpose appropriate for the particular discipline and/or genre for which the student is writing.
Main Idea	The writing is somewhat clear and focused. The main idea/thesis is either clear or can be determined without much difficulty, even if some inference is still required.	The writing is clear and focused; reader can understand the main idea (e.g., thesis, focus, hypothesis, research question, etc.).	The writing is clear and focused; reader can easily understand the main idea (e.g., thesis, focus, hypothesis, research question, etc.).	The writing is clear and focused; reader can easily understand the main idea (e.g., thesis, focus, hypothesis, research question, etc.). The main idea is incorporated into the text in a manner appropriate for the discipline and genre.	The writing is clear and focused; reader can easily understand the main idea (e.g., thesis, focus, hypothesis, research question, etc.). The manner in which the main idea is presented in the text demonstrates proficiency with the expectations of the discipline and genre.
Development and Support	Sometimes provides supporting details suitable to audience and purpose.	Supporting details are suitable to audience and purpose; material drawn from external sources is incorporated into the text. Reasoning is sound and does not contain logical fallacies.	Supporting details are suitable to audience and purpose; material drawn from external sources is incorporated into the text. Reasoning is sound and does not contain logical fallacies. In addition, the writing exhibits a basic familiarity with the questions, values, and methods used by the particular discipline and/or genre in which the student is writing.	Supporting details are suitable to purpose and audience; material drawn from external sources is synthesized and integrated into the text. Reasoning is sound and does not contain logical fallacies. In addition, the writing exhibits an above average use of subject matter that provides an adequate demonstration of the student's growing familiarity with the questions, values, and methods used by the particular discipline and/or genre in which the student is writing.	Supporting details are suitable to purpose and audience; material drawn from external sources is synthesized and integrated into the text. In addition, the writing exhibits a proficient command of the subject matter that reveals an adept demonstration of the student's ability to relate disciplinary content to practical examples and applications. The student uses sound reasoning and provides a comprehensive analysis of details, facts and concepts demonstrating the student's proficiency in his/her field of study.

Rubric	Pre-College Competencies	First-Year Outcome: Beginning Competencies	Second-Year Outcome: Developing Competencies	Third-Year Outcome: Practicing Competencies	Fourth-Year Outcome: Accomplished Competencies
Organization	The writing is characterized by one or more of the following: • Some attempts at order and structure are noted, even if the writing still contains problems, • Paragraphing is evident, as are attempts at sequencing and transitions between ideas, and • Introduction and conclusion are somewhat developed.	Organization is clear and coherent; order and structure are present; clear sequencing and paragraphing; developed introduction and conclusion.	Organization is clear and coherent; order and structure are present; clear sequencing and paragraphing; developed introduction and conclusion. In addition, the student demonstrates a beginning understanding of how to appropriately organize his/her work for the particular discipline and/or genre in which the student is writing.	Organization is clear and coherent; order and structure are present; clear sequencing and paragraphing; developed introduction and conclusion. In addition, the student demonstrates an above average understanding of how to appropriately organize his/her work for the particular discipline and/or genre in which he/she is writing.	Organization is clear and coherent; order and structure are present; clear sequencing and paragraphing; developed introduction and conclusion. In addition, the student demonstrates a proficient understanding of how to appropriately organize his/her work for the particular discipline and/or genre in which he/she is writing.
Style	The writing shows some appropriate choices in style and language according to the assignment's audience and purpose.	The style is appropriate for the rhetorical context and the language choices suit the audience.	The writing is clear and language is appropriate to the rhetorical context and audience but may call attention to itself in minor ways (e.g., the purpose of this paper is...; I feel that...; etc.). The student is beginning to use language in a way that is appropriate for the particular discipline and/or genre in which the student is writing.	The writing is clear and language use is precise. The student makes above average use of language in a way that is appropriate for the particular discipline and/or genre in which the student is writing.	The writing is clear and language use is precise. The student makes proficient use of language in a way that is appropriate for the particular discipline and/or genre in which the student is writing.

Rubric	Pre-College Competencies	First-Year Outcome: Beginning Competencies	Second-Year Outcome: Developing Competencies	Third-Year Outcome: Practicing Competencies	Fourth-Year Outcome: Accomplished Competencies
Sentence Structure	Simple sentences used excessively, almost exclusively. Frequent errors of sentence structure.	Formulaic or tedious sentence patterns; shows some errors in sentence construction; some non-standard syntax usage.	Effective and varied sentences; errors (if any) due to lack of careful proofreading; syntax errors (if any) reflect uses as colloquialisms.	Effective and varied sentences; some variety of sentence style and length.	Each sentence structured effectively and powerfully. Rich, well-chosen variety of sentence styles and length.
Mechanics & Presentation	Contains many and serious errors of punctuation, spelling, and/or capitalization; errors interfere with meaning. Formatting weak.	Contains some errors of punctuation, spelling, and/or capitalization. Errors do not usually interfere with meaning. Formatting incorrect in a few places.	Contains few punctuation, spelling, or capitalization errors. Few formatting errors.	Contains rare punctuation, spelling, and/or capitalization errors. No formatting errors.	Virtually free of punctuation, spelling, capitalization errors; appropriate format and presentation for assignment.
Vocabulary & Word Usage	Extremely limited vocabulary; choices lack grasp of diction; usage is inaccurate.	Errors of diction, and usage, while evident, do not interfere with readability.	Ordinary vocabulary range, mostly accurate; some colloquial terms.	Good vocabulary range and accuracy of usage.	Exceptional vocabulary range, accuracy, and correct and effective word usage.
Citing Sources	External sources are beginning to be used and discussed in the text, even if they are not yet a major part of the paper. If external sources are used, there is an attempt at citation.	Any material drawn from a source is properly documented and cited.	Any material drawn from a source is credible and relevant and is properly documented and cited.	Any material drawn from a source is properly cited and documented in a format that is appropriate for the particular discipline and/or genre in which the student is writing.	All quoted material is properly cited and documented in a format that is appropriate for the particular discipline and/or genre in which the student is writing.

*Rubrics have been culled from these sources:

- America Public University. "Undergraduate Writing Rubric (Lower Level)." *Learning Outcomes Assessment.* http://www.apus.edu/Learning-Outcomes-Assessment/Initiatives/Rubrics-Program/Rubrics-Lower-level.htm
- America Public University. "Undergraduate Writing Rubric (Upper Level)." *Learning Outcomes Assessment.* http://www.apus.edu/Learning-Outcomes-Assessment/Initiatives/Rubrics-Program/Rubrics-Upper-Level.htm
- Illinois State University. *PORTFOLIO GRADING STANDARDS: LANGUAGE AND COMPOSITION (ENGLISH 101).* http://www.english.ilstu.edu/writingprogram/Grading.PDF
- Mankato State University. *General Education Goals and Competencies for English.* http://english.mnsu.edu/genedgoals.htm
- Oregon Department of Education. *Official Scoring Guide, Writing.* http://www.ode.state.or.us/teachlearn/testing/scoring/guides/2004-05/writingscoringguide0405.pdf
- Saint Mary's College School of Extended Education. *College-Level Writing Rubric.* http://www2.bakersfieldcollege.edu/jfulks/basicSkills%20course_coding/Example_Writing_Rubric.pdf