



The A2 rubric is a key milestone in A2 outcomes assessment at CSUEB. Informed by our established A2 outcomes/goals, a draft of CSUEB’s A2 scoring rubric was first developed by faculty in the Department of English in collaboration with the Office of GE in May 2018 and used for a pilot assessment of A2 in May 2019. The evaluation process informed revisions to the rubric, which were completed on June 10, 2019 by the English faculty who served as assessors on the project. The rubric was used to assess signature assignments included in the A2 portfolio, namely a reflective letter and one of the argumentative essays. English faculty worked together to align these assignments to the rubric. The rubric includes six dimensions, each with four performance levels. A full draft of this A2 rubric will be available at www.csueastbay.edu/ge/assessment.

In 2018-19, written communication was assessed at the A2 level as well as at the senior/graduation level (as part of Institutional Learning Outcome assessment). This collaborative, coordinated effort led to campus-wide dissemination of the assessment results (which also included student success analytics for A2 courses) and discussions of how we can improve courses and support structures to create more cohesive, intentional, and meaningful learning experiences which help our students attain greater autonomy and sophistication in their writing as they move from first-year composition into upper-division GE and major-level coursework.

DIMENSION	PERFORMANCE DESCRIPTORS BY LEVEL			
	4	3	2	1
Reflection <i>Reflects on one’s own learning, intellectual evolution, and ongoing challenges as an academic reader, writer, thinker</i>	Using appropriate strategies and evidence, clearly reflects on the development of composing practices and how those practices influence writing.	Using some strategies and evidence, adequately reflects on the development of composing practices and how those practices influence writing.	Using minimal strategies and evidence, somewhat reflects on the development of composing practices and how those practices influence writing.	Using little to no strategies/evidence or inappropriate evidence, demonstrates limited reflection on the development of composing practices and how those practices influence writing.
Rhetorical Knowledge <i>Addresses contexts and audiences and establishes voice in the creation of texts</i>	Clearly illustrates a consistent ability to develop and maintain an intended purpose and appropriate voice for an identified rhetorical situation, genre, and audience.	Generally illustrates an ability to develop and maintain an intended purpose and appropriate voice for an identified rhetorical situation, genre, and audience.	Somewhat illustrates an ability to develop and maintain an intended purpose and appropriate voice for an identified rhetorical situation, genre, and audience.	Rarely illustrates an ability to develop and maintain an intended purpose and appropriate voice for an identified rhetorical situation, genre, and audience.
Organization <i>Uses coherent global and local structure</i>	Clearly organizes and develops writing around a controlling idea using logical and sophisticated connections that help to progress a coherent train of thought.	Generally organizes and develops writing around a controlling idea using logical connections that help to progress a coherent train of thought.	Somewhat organizes and develops writing around a controlling idea using some connections that help to progress a train of thought.	Rarely organizes and develops writing around a controlling idea.
Development <i>Uses evidence and strategies in support of the rhetorical situation</i>	Clearly explores issue(s) and/or text(s); effectively uses evidence and strategies appropriate to the rhetorical situation and in service of a controlling idea	Adequately explores issue(s) and/or text(s); uses evidence and strategies generally appropriate to the rhetorical situation and in service of a controlling idea.	Somewhat explores issue(s) and/or text(s); uses some evidence and strategies somewhat appropriate to the rhetorical situation and in service of a controlling idea.	Minimally explores issue(s) and/or text(s); uses little evidence and few strategies in service of a controlling idea; exploration is generally inappropriate given the rhetorical situation.
Local Features of Writing Products <i>Use of language and mechanics</i>	Uses sophisticated language and varied sentence structure; contains minimal mechanical errors.	Uses suitable language and some variation in sentence structure; contains some mechanical errors.	Uses somewhat suitable language and limited variation in sentence structure; contains many mechanical errors.	Uses unsuitable language; contains many mechanical errors that detract from the meaning of the writing product.
Formatting and Documentation	Correctly formats manuscript and precisely documents any included source(s).	Correctly formats manuscript and generally documents any included source(s).	Shows errors in the formatting of the manuscript and gaps in the documentation of source(s).	Incorrectly formats the manuscript and does not document or does not include source(s).