



Rubrics Seccertport

Please enter the portfolio identification number.

Goal 1: know how to interpret and analyze a literary text

Superior (4): demonstrates substantial ability to apply a variety of critical concepts; demonstrates substantial ability to apply correctly a variety of literary terminology; demonstrates substantial ability to apply a variety of literary theories in interpretations and analyses of literary texts; demonstrates substantial knowledge of a variety of genres of literature; demonstrates substantial knowledge of a variety of cultures as represented in their literatures; demonstrates substantial knowledge of literature produced by both male and female writers; demonstrates substantial knowledge of literature produced by authors representing a variety of races; demonstrates substantial knowledge of literary selections representing American, British, and world literatures; demonstrates substantial depth and complexity of thought; supports ideas consistently using substantial evidence from the literary text.

Proficient (3): demonstrates limited ability to apply a variety of critical concepts; demonstrates limited ability to apply correctly a variety of literary terminology; demonstrates limited ability to apply a variety of literary theories in interpretations and analyses of literary texts; demonstrates limited knowledge of a variety of genres of literature; demonstrates limited knowledge of a variety of cultures as represented in their literatures; demonstrates limited knowledge of literature produced by both male and female writers; demonstrates limited knowledge of literature produced by authors representing a variety of races; demonstrates limited knowledge of literary selections representing American, British, and world literatures; demonstrates limited depth and complexity of thought; supports ideas occasionally using limited evidence from the literary text.

Weak (2): demonstrates ability to apply a single critical concept; demonstrates a simple ability to apply correctly a few examples of literary terminology; demonstrates a simple ability to apply a few literary theories in interpretations and analyses of literary texts; demonstrates simple knowledge of a single genre of literature; demonstrates limited knowledge of only English or American cultures as represented in their literatures; demonstrates simple knowledge of literature produced by writers representing a single gender; demonstrates simple knowledge of literature produced by authors representing a variety of races; demonstrates

simple knowledge of literary selections representing American, British, and world literatures; demonstrates superficial understanding of the literary text and superficial thought; rarely supports ideas with evidence from the literary text.

Unsatisfactory (1): demonstrates little to no understanding of critical concepts; frequently misuses literary terminology; demonstrates little to no understanding of how to use literary theories in interpretations and analyses of literary texts; demonstrates little to no knowledge of literary genre characteristics; demonstrates little to no knowledge of English or American cultures as represented in their literatures; demonstrates little to no knowledge of gender and its relationship to the writing of literature; demonstrates little to no knowledge of literature produced by authors representing a variety of races; demonstrates little to no knowledge of literary selections representing American, British, and world literatures; demonstrates little to no understanding of the literary text being interpreted or analyzed; uses information that is off-topic and irrelevant to the analysis of literary texts.

Goal 2: know how to produce effective writing

Superior (4): demonstrates significant understanding and consistent use of genre conventions including formatting and structure; demonstrates superior and consistent control of syntax, grammar, punctuation and spelling; when appropriate, consistently uses the appropriate means of documenting work

Proficient (3): demonstrates some understanding and use of genre conventions-- formatting and structure may be inconsistent; demonstrates some control of syntax, grammar, punctuation, and spelling--may have some errors; when appropriate, may show understanding of the need to document work but uses the inappropriate means

Weak (2): demonstrates confusion about the role of genre conventions including formatting and structure--may misapply conventions; may show patterns of error in syntax, grammar, punctuation, and spelling; when appropriate, may show some understanding of the need to document work and frequently uses the inappropriate means

Unsatisfactory (1): fails to understand or use genre conventions including formatting and structure; has serious errors in syntax, grammar, punctuation, and spelling that makes the text unintelligible; when appropriate, does not document work

Goal 3: how your ASU course of study in English provided you with the fundamental content knowledge necessary for an English major seeking secondary certification

Superior (4): demonstrates substantial connections between the student's experiences with specific examples of American literature from various time periods and developments in culture, society, and education; demonstrates substantial connections between the student's experiences with specific examples of British literature from various time periods and developments in culture, society, and education; demonstrates substantial connections between the student's experiences with specific examples of World literatures from various time periods and developments in culture, society, and education; demonstrates substantial connections between the student's experiences with specific writing strategies and developments in culture, society, and education;

demonstrates substantial connections between the student's experiences with specific writing process elements and developments in culture, society, and education; demonstrates substantial connections between the student's experiences with specific rhetorical concerns and developments in culture, society, and education; demonstrates substantial connections between the student's experiences with the English language and developments in culture, society, and education; demonstrates substantial connections between the student's experiences with specific research processes and developments in culture, society, and education; includes specific student teaching activities that demonstrate substantial ability to integrate arts and humanities into the daily learning of secondary students.

Proficient (3): demonstrates limited connections between generalized experiences with American literature from limited time periods and developments in culture, society, and education; demonstrates limited connections between generalized experiences with British literature from limited time periods and developments in culture, society, and education; demonstrates limited connections between generalized experiences with World literatures from limited time periods and developments in culture, society, and education; demonstrates limited connections between generalized experiences with writing strategies and developments in culture, society, and education; demonstrates limited connections between generalized experiences with specific writing process elements and developments in culture, society, and education; demonstrates limited connections between generalized experiences with rhetorical concerns and developments in culture, society, and education; demonstrates limited connections between generalized experiences with the English language and developments in culture, society, and education; demonstrates limited connections between generalized experiences with research processes and developments in culture, society, and education; includes specific student teaching activities that demonstrate limited ability to integrate arts and humanities into the daily learning of secondary students.

Weak (2): demonstrates generalized experiences with American literature and little perspective of his/her future secondary English class; demonstrates generalized experiences with British literature and little perspective of his/her future secondary English class; demonstrates generalized experiences with World literature and little perspective of his/her future secondary English class; demonstrates generalized experiences with writing strategies and little perspective of his/her future secondary English class; demonstrates generalized experiences with the writing process and little perspective of his/her future secondary English class; demonstrates generalized experiences with rhetorical concerns and little perspective of his/her future secondary English class; demonstrates generalized experiences with the English language and little perspective of his/her future secondary English class; demonstrates generalized experiences with research processes and little perspective of his/her future secondary English class.

Unsatisfactory (1): fails to demonstrate experiences with American literature, perspective of his/her future secondary English class, or focuses comments on specific university courses; fails to demonstrate experiences with British literature, perspective of his/her future secondary English class, or focuses comments on specific university courses; fails to demonstrate experiences with World literature, perspective of his/her future secondary English class, or focuses comments on specific university courses; fails to demonstrate experiences with writing strategies, perspective of his/her future secondary English class, or focuses comments on specific university courses; fails to demonstrate experiences with the writing process, perspective of his/her future secondary

English class, or focuses comments on specific university courses; fails to demonstrate experiences with rhetorical concerns, perspective of his/her future secondary English class, or focuses comments on specific university courses; fails to demonstrate experiences with the English language, perspective of his/her future secondary English class, or focuses comments on specific university courses; fails to demonstrate experiences with research processes, perspective of his/her future secondary English class, or focuses comments on specific university courses.