

**Student Learning Outcome: Revise and improve written products**

<b>Criteria</b>	<b>Insufficient (1)</b>	<b>Developing (2)</b>	<b>Competent (3)</b>	<b>Exemplary (4)</b>	<b>Rating</b>
Mechanics	No revisions were made that improved mechanics (grammar, punctuation, spelling and documentation) and errors remained which impede understanding	Revisions were made that improved mechanics (grammar, punctuation, spelling and documentation), but not significantly; some errors may have remained which impede understanding	Revisions were made that improved mechanics (grammar, punctuation, spelling and documentation) and the final draft is generally accurate, with errors rarely impeding understanding	Revisions were made that significantly improved mechanics (grammar, punctuation, spelling and documentation) OR Original draft was error free	
Organization	No revision(s) were made that improved structure and focus of earlier draft	Revisions did not significantly improve the structure and focus of earlier draft, but attempts to add or modify <b>at least one</b> of the following were made: <ul style="list-style-type: none"> <li>transitional words or phrases between and within paragraphs</li> <li>paragraphs added, removed, or moved</li> <li>introduction and/or conclusion reworked</li> <li>sentence-level changes in word choice and/or word order</li> <li>remove, add or rewrite particular sentences</li> <li>expanding or refining sections</li> </ul>	Revisions improved structure and focus by adding or modifying <b>at least two</b> of the following: <ul style="list-style-type: none"> <li>transitional words or phrases between and within paragraphs</li> <li>paragraphs added, removed, or moved</li> <li>introduction and/or conclusion</li> <li>sentence-level changes in word choice and/or word order</li> <li>removing, adding or rewriting particular sentences</li> <li>expanding or refining sections</li> </ul>	Revisions improved structure and focus by successfully adding or modifying <b>three or more</b> of the following: <ul style="list-style-type: none"> <li>transitional words or phrases between and within paragraphs</li> <li>paragraphs added, removed, or moved</li> <li>introduction and/or conclusion</li> <li>sentence-level changes in word choice and/or word order</li> <li>removing, adding or rewriting particular sentences</li> <li>expanding or refining sections</li> </ul>	
Complexity and Clarity	No revisions were made that improved the complexity or clarity of the earlier draft	Revisions did not significantly improve the complexity and clarity of earlier draft, but attempts to add <b>at least one</b> of the following were made: <ul style="list-style-type: none"> <li>multiple or alternative perspectives</li> <li>implications and/or questions</li> <li>change of focus</li> <li>support for claims/thesis</li> <li>integration of sources</li> <li>clarification of ideas</li> </ul>	Revisions improved the complexity and clarity of the earlier draft by adding <b>at least two</b> of the following: <ul style="list-style-type: none"> <li>multiple or alternative perspectives</li> <li>implications and/or questions</li> <li>change of focus</li> <li>support for claims/thesis</li> <li>integration of sources</li> <li>clarification of idea</li> </ul>	Revisions improved the complexity and clarity of the earlier draft by successfully adding <b>three or more</b> of the following: <ul style="list-style-type: none"> <li>multiple or alternative perspectives</li> <li>implications and/or questions</li> <li>change of focus</li> <li>support for claims/thesis</li> <li>integration of sources</li> <li>clarification of ideas</li> </ul>	
Average Rating					



**Benchmark:** 70% of students will achieve a rubric score of Competent (3) or higher.

## Student Learning Outcome: Revise and improve written products

### *Essential Element – Communication*

Effective communication is essential to the success of every RIT student, and as such, every General Education course must be aligned to at least one of the four associated Communication student learning outcomes. In this context, effective communication is understood as the mastery of language in expressive (spoken, signed, or written) and receptive (reading) forms that enables an individual to use language successfully for a variety of purposes and audiences.

### *Framing Language*

This rubric is intended to help faculty evaluate the achievement of student learning as it relates to their ability to revise and improve written products. The faculty who developed this rubric do not view revision as a superficial task of “cleaning up” one’s work, rather acknowledge that “True revision involves reseeing, rethinking, and reshaping the piece, resolving a tension between what we intended to say and what the discourse actually says” (Erika Lindemann, *A Rhetoric for Writing Teachers*). It is also understood that the ability to improve one’s writing on all levels is important, thus the process of copyediting is included here. The rubric is designed to be progressive, beginning with the less sophisticated task of improving the mechanics of written work to the more sophisticated task of revising for clarity and complexity.

### *Assignment Design / Evaluation of Student Learning*

The rubric is written to apply to writing assignments in which the student is provided with feedback from an instructor and given the opportunity to incorporate this feedback into a final draft. The rubric was originally designed to apply to a research-based essay in which a claim is made or a similar type of assignment.

### *Glossary of Key Terms*

- Revision:** process of making meaningful, impactful, and visible changes to texts that illustrate a heightened rhetorical awareness of, but not limited to: audience, organization, cohesion, clarity, complexity, genre, or purpose
- Complexity:** examining an issue or topic from multiple and potentially contradictory perspectives and highlighting those perspectives in writing.
- Clarity:** writing that maximizes readability by focusing on a point, presenting clear ideas, and using prose that allows the reader to follow the author’s reasoning