

APPENDIX D-1: WE-EXPERIENCE SCAFFOLDING EXPECTATIONS for WRITING

Writing Scaffolding Expectations					
Learning Outcomes	Senior Expectations (400)	Junior Expectations (300)	Sophomore Expectations (200)	Freshmen Expectations (100)	College Entry Expectations
Students will understand and accurately employ diction, syntax, grammar, and mechanics.	Infrequent and minor grammar, punctuation, capitalization, spelling, or mechanical errors are present. Appropriate diction and syntax are used.	Regular errors in grammar, punctuation, capitalization, spelling, or mechanical errors are present, but do not obstruct with writer's intent. Appropriate diction and syntax are understood and demonstrated.	Numerous errors in grammar, punctuation, capitalization, spelling, and/or mechanical errors are present. Errors obstruct meaning. Vague diction and syntax.	Numerous and serious errors in grammar, punctuation, capitalization, and/or mechanical errors are present. Errors may obstruct meaning. Unclear syntax and diction.	No discernable understanding of conventions, including grammar, punctuation, capitalization, and mechanics. No understanding of syntax and diction.
Students will integrate research, academic and/or experiential, into subject-specific style formats.	Writing correctly adheres to discipline-appropriate standards (citations, quotations, use of MLA, APA, or other appropriate style). Academic or experiential research is evaluated and integrated into the writing.	Writing shows adequate knowledge of discipline-appropriate standards (citations, quotations, use of MLA, APA, or other appropriate style), but with errors. Outside information is included in writing	Students apply MLA, APA, or other appropriate style to citations, quotations. Some outside information is included in the writing.	Students show understanding of MLA, APA, or other appropriate style format. Students begins to incorporate outside information into writing assignments.	MLA, APA, or other appropriate style is missing or completely incorrect. No outside information is cited
Students will produce writing that is clear, well structured, well supported.	Students create focused thesis and support thesis fully with logic and specific, detailed evidence. Students integrate ideas with relevant primary and secondary sources. Writing conveys focused, consistent message that supports thesis through analysis, evaluation, deconstruction, etc.	Students create and support thesis with specific evidence. Students integrate support into structure and writing. Students apply primary and secondary sources. Paragraphs will clearly support the thesis and will further the paper structure Writing conveys focused, consistent message that supports the thesis.	Students can write thesis and structure writing around that thesis. Writing will support thesis with logic and evidence. Paragraphs will be structured around specific points that directly support thesis Writing shows understanding of primary and secondary sources.	Students can identify thesis and can structure writing around central idea. Paragraphs will be well organized around specific points. Writing will identify supporting ideas that loosely tie to a central idea.	Writing not structured around thesis. Does not organize paragraphs around specific points. Writing does not always identify supporting ideas
Students will strengthen their writing through structured revision.	Final drafts of writing demonstrate direct application of revision process to strengthen grammar, mechanics, content, and structure based on feedback on earlier drafts.	Drafts demonstrate some direct application of revision process based on feedback from earlier drafts, but application of feedback needs more attention to strengthen grammar, mechanics, content, and/or structure.	Drafts demonstrate little direct indication that student can correct errors and strengthen grammar, mechanics, content, and/or structure through revision based on feedback.	Student produces multiple drafts. Revision only corrects errors indicated on feedback.	No evidence of revision or multiple drafts.