# English 1A: GE Area A2—GELO #4, Fall 2017

**Holistic Scoring**

**GELO #4: Student shall demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres.**

**PrincipleS OF THE WRITING PROCESS**

In generating a holistic assessment, you may consider whether the student

* articulates an awareness of essential steps in the writing process (prewriting, organizing, composing, revising, and editing);
* articulates an awareness of how to perform the essential steps in the writing process;
* articulates an awareness of said performance in the work completed during the semester.

**Content and organization**

In generating a holistic assessment, you may consider whether the reflective essay

* has a clear purpose (i.e., to demonstrate that their work in English 1A has helped them understand and achieve learning goal #4);
* makes a strong argument;
* is well organized to achieve the purpose;
* shows a rhetorically informed understanding of topic, purpose, and audience;
* includes appropriate transitions between and across ideas.

**USE OF Evidence**

In generating a holistic assessment, you may consider whether the writer

* effectively integrates relevant sources, specifically references to the student’s own work in the class;
* effectively employs textual elements—examples, descriptions, explanations, quotations—that are appropriate for achieving the reflective essay’s rhetorical purpose;
* effectively integrates textual elements—examples, descriptions, explanations, quotations—into the reflective essay;
* effectively synthesizes their ideas and arguments to help achieve the rhetorical purpose of the reflective essay and make it credible for an audience.

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|  | **Introduced** | **Emerging** | **Developed**  | **Mastered**  |
| **Overall Assessment** | The learning goal has clearly been introduced to the student. | The learning goal is emerging in the student’s performance.  | The learning goals is developed in the students functional repertoire. | The student’s performance demonstrates clear mastery of the learning goal. |