Assessment Rubric: Portfolio Project

MA Program in English Literature

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| **Measurable Learning Outcome 1:** Develop a broad knowledge of literary history and culture and of the methods and goals of literary criticism |
| Exceptional 10 points | Showcases a deep knowledge of the various literary, critical, and historical traditions associated with the student’s period of study. Offers an insightful analysis of the primary and secondary texts informing the student’s area of specialization.  |
| Excellent 7 points | Demonstrates a working knowledge of the various literary, critical, and historical traditions associated with the student’s period of study. Provides a clear and well-thought out analysis of the primary and secondary texts informing the student’s area of specialization. |
| Satisfactory 5 points | Reveals an adequate knowledge of the various literary, critical, and historical traditions associated with the student’s period of study, but may have some factual or interpretive errors. Offers an at least basic analysis of the primary and secondary texts informing the student’s area of specialization. |
| Unsatisfactory 0 points | Fails to reveal an informed understanding of the various literary, critical, and historical traditions associated with the student’s period of study, confusing significant concepts and offering significant interpretive errors. No discernable thesis or objectively false in its analysis of the primary and secondary texts informing the student’s area of specialization. |

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| **Measurable Learning Outcome 2:** Acquire familiarity with, and experience in, the components of advanced scholarly research, utilizing varied research methods and bibliographic resources in independent research projects |
| Exceptional 10 points | Provides substantial and nuanced evidence appropriate to the student’s area of specialization and uses this evidence strategically. Apt and precise diction; use of syntactic variety; clear command of academic discourse. |
| Excellent 7 points | Provides sufficient evidence appropriate to the student’s area of specialization and makes an effort to contextualize it. Clear command of standard English, including concise language and generally correct grammar, that demonstrates an informed understanding of academic discourse. |
| Satisfactory 5 points | Provides sufficient, but not always properly integrated, evidence appropriate to the student’s area of specialization. Some grammar related issues can be tolerated, including the occasional use of imprecise diction, awkward syntax, or wordiness, but demonstrates an awareness of the conventions associated with academic discourse.  |
| Unsatisfactory 0 points | Evidence simply not cited, merely anecdotal, or incorrectly incorporated, revealing failure to understand appropriate evidence use for the student’s area of specialization. Lacks clear understanding of standard English and the basic conventions of academic discourse. |

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| **Measurable Learning Outcome 3:** Cultivate a familiarity with diverse systems of thought and ways of producing knowledge that is sensitive to cultural difference and the power structures that inform our academic discipline and society in general  |
| Exceptional 10 points | Demonstrates the capacity to produce new knowledge within the discipline that contributes significantly to the scholarly discourse associated with student’s area of specialization. Shows mastery of the written genres most closely aligned with the students’ intended profession. |
| Excellent 7 points | Demonstrates the capacity to produce new, but perhaps not significant, knowledge within the discipline, revealing an awareness of recent trends associated with the student’s area of specialization. Shows some mastery of the written genres most closely aligned with the students’ intended profession. |
| Satisfactory 5 points | Demonstrates only an awareness of recent trends within the discipline without contributing significantly to the scholarly discourse associated with the student’s area of specialization. Shows awareness of, if not mastery of, the written conventions associated with the students’ intended profession. |
| Unsatisfactory0 points | Fails to address recent trends within the discipline, including the scholarly discourse associated with the student’s area of specialization. Fails to communicate effectively using the professional conventions associated with the students’ intended profession.  |

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| **Measurable Learning Outcome 4:** Apply disciplinary skills to real world and research based tasks, translating classroom experience into academic, professional and community environments |
| Outstanding 10 points | Demonstrates an extensive familiarity with the varied professional career paths appropriate to the student’s area of specialization. Reveals exceptional competency in translating degree skill sets to diverse audiences.  |
| Excellent7 points | Demonstrates an informed awareness of the varied professional career paths appropriate to the student’s area of specialization. Displays acceptable competency in translating degree skill sets to diverse audiences. |
| Satisfactory 5 points | Demonstrates adequate knowledge of the varied professional career paths appropriate to the student’s area of specialization. Suggests reasonable competency in translating degree skill sets to diverse audiences. |
| Unsatisfactory0 points | Uninformed on the varied professional career paths appropriate to the student’s area of specialization. Fails to translate degree skill sets to diverse audiences. |