

APPENDIX D

First-Year Writing Pilot
 January 2013 Assessment Retreat
 Questionnaire
 Portfolio No. _____

<i>This writing collection shows student work toward</i>	A great deal	Somewhat	Not at all*
<i>Rhetorical Discernment:</i> Writing for varying purposes and audiences			
<i>Rhetorical Discernment:</i> Developing texts with sufficient detail and astute organization for a given purpose/ audience			
<i>Rhetorical Discernment:</i> Use of appropriate documentation, diction, and style for each purpose and audience			
<i>Critical Reading:</i> Critical engagement with ideas and texts			
<i>Critical Reading:</i> Effectively integrating others' ideas (including by summarizing, paraphrasing, and quoting) with one's own ideas			
<i>Substantive Revision:</i> Revision guided by both instructor/peer feedback and her/his own spirit of inquiry			
<i>Substantive Revision:</i> Revising so texts grow in effectiveness and complexity			
<i>Information Literacy:</i> Accessing digital and print resources, discerning searchable key words within a complex research question			
<i>Information Literacy:</i> Critically evaluating sources for relevance, currency, authority, and bias and to distinguish between primary and secondary, scholarly and popular sources			
<i>Information Literacy:</i> Managing and appropriately documenting information sources			

Notes for Discussion. You might consider the extent to which this portfolio suggests repeated practice and/or growth in writing and information literacy; any assignment or activity that seems especially effective or potentially effective in working toward one or more foundational goals; and what else you see happening in this collection that seems valuable or instructive.

*** Amended at the assessment retreat to "scant" or "minimal"**