

Assignment 2: Interview: College, Career, Significance?

Write up the results of an interview with someone about their educational and professional journey, including their college experiences, how they identified their professional and civic trajectory, and what they would recommend to their younger self.

| | 4 – Exemplary | 3 – Accomplished | 2 – Developing | 1 – Beginning |
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| Articulates Key Points <i>Summarizes key and subordinate points from interview</i> 30% | Provides a well-rounded, three-dimensional view of the research subject as a person through well-articulated summative points of the interview; embraces the interviewee's complexity and represents them on their own terms | Provides a three-dimensional view of the research subject through multiple summative points; additional clarification of key ideas would strengthen; recognizes interviewee's complexity | View of research subject is not yet complete or may be one- or two-dimensional with few summative points grounded in the interview; interviewee's complexity may be implied or hinted, but is not yet represented or fully recognized | View of research subject is incomplete, unidimensional, or may appear to be an oversimplification of a complex set of life experiences; summative points may be superficial, vague, or too general |
| Provides Details and Illustrative Quotations <i>Provides direct quotations and details from interview to support points</i> 30% | Provides extensive and well-selected illustrative quotations and explanations that illuminate the interviewee and summative points from the interview; employs paraphrasing when appropriate | Provides numerous, well-selected illustrative quotations and explanations that illuminate the interviewee and summative points of the interview; additional details, paraphrasing, or explanation would improve or clarify or add complexity | Provides selective quotations and explanation in support of the summative points; relationship appears logical, but additional illustrative quotations or explanation would strengthen | Provides few quotations or limited elaboration that illuminate interviewee and support summative points; details and quotations provided may appear to contradict summative points |
| Speaks to Relevant Issues <i>Contributes to reader's understanding of relevant issues (e.g., college, mentoring, career and living a life of significance)</i> 25% | Enhances the reader's understanding of life of significance and draws connections to relevant issues and/or phases of the subject's life; positions the interview in a larger conversation regarding a life of significance. | Enhances reader's understanding of life of significance and draws connection to relevant issues or/or phases of the subject's life; may not yet position the interview in context of conversation; relevance to larger conversation may be more hinted or implied than stated | Reader's familiar with discussions about life of significance will likely see connections between phases of subject's life and larger issues, but connections are not made explicit; connection to life of significance or position in larger conversation has not yet been made fully explicit | Readers may struggle to draw connection between essay and relevant issues/phases and the larger conversation about life of significance |
| Meets Format and Style Demands <i>Meets audience expectations for formatting, punctuation, grammar, and other stylistic elements</i> 15% | Overall organization is clear, with well-placed paragraphs and sections; sentence-level language is essentially error free, requiring little additional proofreading; citations and quotations are consistent and appropriately integrated for the genre; language and style may be particularly effective | Overall organization may be clear, even if some paragraphs or sections appear out of place; sentence-level language is generally error free; citations and quotations are consistent and appropriately integrated for the genre | Overall organization may be appropriate, but not clearly signaled or may rely on an organization inappropriate for the main argument; sentence-level language includes some errors that distract; citations and quotations may not be always complete or consistent and may not always be appropriately integrated for the genre | Organization may hinder reader comprehension or appear confusing; sentence-level errors and integration of citations distract from meaning; essay has not yet been proofread or prepared for readers |