

Assignment-Specific Portfolio Grading Rubric

DRAFT Thursday, October 23, 2008

Category A Essays

Narration

- The paper presents a clear and easily identifiable thesis statement outlining the subject and purpose of the subsequent narrative. The thesis may be a bit broad or too general, but is on the whole effective and coherent.
- The subject matter is consistent with the parameters of the assignment and of the course instructor's instructions.
- The essay maintains an awareness (though that awareness may be limited or somewhat flawed) of its intended audience, and appeals in some way to that audience's values, knowledge, and concerns in regard to the narrative being relayed.
- For the most part, the narration is supported and clarified with appropriate and well-chosen details. While an effort has been made to find and use the best sort of evidence, this evidence is in some cases obvious or underdeveloped in places.
- The reasoning, while sound, is predictable or occasionally (though not consistently) flawed; this flaw should not be serious enough to render the narrative ineffective or incoherent.
- There may be some awareness of other points of view in the essay, if appropriate to the narration.
- The organization of the writing is generally sound; paragraph order and coherence are for the most part logical and consistent. At most one paragraph or a few sentences in the essay are misplaced.
- Sentence structure and mechanics are generally correct, though the writer may show limited competence with sentence effectiveness, failing to use elements such as subordination, sentence variety, and modifiers to achieve emphasis. Comma splices, unintentional fragments, and fused sentences—errors that indicate an inadequate understanding of sentence structure—may be present in isolation, but are not consistent throughout the text; i.e., a single comma splice or fragment may be acceptable, but not 2 or 3.
- Usage and spelling indicate a command of Standard English Grammar. Isolated deviations from these standards (1 or 2 errors) may be acceptable, but such errors should not be consistent throughout the text.

Classification & Division

- The paper presents a clear and easily identifiable thesis statement indicating the general topic being classified and the primary subgroups of classified material. The thesis may be a bit broad or too general, but is on the whole logically sound and supportable.

- The essay maintains an awareness (though that awareness may be limited or somewhat flawed) of its intended audience, and appeals in some way to that audience's values and concerns in explaining the material being classified / divided.
- For the most part, the basis for classification of subgroups is supported with adequate details and evidence that is clearly relevant to the topic under discussion. While an effort has been made to find and use the best sort of evidence, the evidence is in some cases obvious, not perfectly understood, or mishandled in some way.
- The reasoning, while sound, is predictable or occasionally (though not consistently) flawed; this flaw should not be serious enough to render classification / sub-classification of the relevant phenomena ineffective.
- There may be some awareness of other points of view in the essay, if appropriate to the analysis.
- The organization of the writing is generally sound; paragraph order and coherence are for the most part logical and consistent. At most one paragraph or a few sentences in the essay are misplaced.
- Sentence structure and mechanics are generally correct, though the writer may show limited competence with sentence effectiveness, failing to use elements such as subordination, sentence variety, and modifiers to achieve emphasis. Comma splices, unintentional fragments, and fused sentences—errors that indicate an inadequate understanding of sentence structure—may be present in isolation, but are not consistent throughout the text; i.e., a single comma splice or fragment may be acceptable, but not 2 or 3.
- Usage and spelling indicate a command of Standard English Grammar. Isolated deviations from these standards (1 or 2 errors) may be acceptable, but such errors should not be consistent throughout the text.

Process Analysis

- The paper presents a clear and easily identifiable thesis statement indicating the process being described / analyzed. The thesis may be a bit broad or too general, but is direct and clearly identifies the subject matter and importance of the process being analyzed.
- The essay maintains an awareness (though that awareness may be limited or somewhat flawed) of its intended audience, and appeals in some way to that audience's knowledge and assumptions in describing the process under examination.
- For the most part, the analysis is supported with detailed and clear evidence. While an effort has been made to find and use the best sort of evidence, the evidence may be in some cases obvious or not developed as well as it could be.
- The reasoning, while sound, is predictable or occasionally (though not consistently) flawed; this flaw should not be serious enough to render the analysis / explanation of the phenomenon ineffective.
- There may be some awareness of other points of view in the essay, if appropriate to the analysis.

- The organization of the writing is generally sound; paragraph order and coherence are for the most part logical and consistent. At most one paragraph or a few sentences in the essay are misplaced.
- Sentence structure and mechanics are generally correct, though the writer may show limited competence with sentence effectiveness, failing to use elements such as subordination, sentence variety, and modifiers to achieve emphasis. Comma splices, unintentional fragments, and fused sentences—errors that indicate an inadequate understanding of sentence structure—may be present in isolation, but are not consistent throughout the text; i.e., a single comma splice or fragment may be acceptable, but not 2 or 3.
- Usage and spelling indicate a command of Standard English Grammar. Isolated deviations from these standards (1 or 2 errors) may be acceptable, but such errors should not be consistent throughout the text.

Category B Essays

Description

- The paper presents a clear and easily identifiable thesis statement that clearly articulates the subject being described and the most salient characteristics of that description. The thesis may be a bit broad or too general, but is on the whole logically sound and supportable.
- The essay maintains an awareness (though that awareness may be limited or somewhat flawed) of its intended audience, and appeals in some way to that audience's values, knowledge, and concerns in undertaking the description.
- For the most part, the description is supported with clear and appropriate details. While an effort has been made to find and use the best sort of evidence, the evidence is in some cases obvious.
- The reasoning, while sound, is predictable or occasionally (though not consistently) flawed.
- There may be some awareness of other points of view in the essay, if appropriate to the description.
- The organization of the writing is generally sound; paragraph order and coherence are for the most part logical and consistent. At most one paragraph or a few sentences in the essay are misplaced.
- Sentence structure and mechanics are generally correct, though the writer may show limited competence with sentence effectiveness, failing to use elements such as subordination, sentence variety, and modifiers to achieve emphasis. Comma splices, unintentional fragments, and fused sentences—errors that indicate an inadequate understanding of sentence structure—may be present in isolation, but are not consistent throughout the text; i.e., a single comma splice or fragment may be acceptable, but not 2 or 3.

- Usage and spelling indicate a command of Standard English Grammar. Isolated deviations from these standards (1 or 2 errors) may be acceptable, but such errors should not be consistent throughout the text.

Argument

- The paper presents a clear and easily identifiable thesis statement. The thesis may be a bit broad or too general, but is on the whole logically sound and supportable.
- The essay maintains an awareness (though that awareness may be limited or somewhat flawed) of its intended audience, and appeals in some way to that audience's values and concerns in making the argument.
- For the most part, the argument is supported with evidence. While an effort has been made to find and use the best sort of evidence, the evidence is in some cases obvious.
- The reasoning and logic, while sound, may be predictable or occasionally (though not consistently) flawed.
- There may be some awareness of other points of view in the essay, if appropriate to the argument.
- The organization of the writing is generally sound; paragraph order and coherence are for the most part logical and consistent. At most one paragraph or a few sentences in the essay are misplaced.
- Sentence structure and mechanics are generally correct, though the writer may show limited competence with sentence effectiveness, failing to use elements such as subordination, sentence variety, and modifiers to achieve emphasis. Comma splices, unintentional fragments, and fused sentences—errors that indicate an inadequate understanding of sentence structure—may be present in isolation, but are not consistent throughout the text; i.e., a single comma splice or fragment may be acceptable, but not 2 or 3.
- Usage and spelling indicate a command of Standard English Grammar. Isolated deviations from these standards (1 or 2 errors) may be acceptable, but such errors should not be consistent throughout the text.

Definition

- The paper presents a clear and easily identifiable thesis statement that clearly indicates the term or concept to be defined.
- The essay maintains an awareness (though that awareness may be limited or somewhat flawed) of its intended audience, and appeals in some way to that audience's knowledge and background in defining its topic.
- The method or methods of definition are clear and easily discernible.
- The reasoning, while sound, is predictable or occasionally (though not consistently) flawed.
- There may be some awareness of other points of view in the essay, if appropriate to the definition.

- The organization of the writing is generally sound; paragraph order and coherence are for the most part logical and consistent. At most one paragraph or a few sentences in the essay are misplaced.
- Sentence structure and mechanics are generally correct, though the writer may show limited competence with sentence effectiveness, failing to use elements such as subordination, sentence variety, and modifiers to achieve emphasis. Comma splices, unintentional fragments, and fused sentences—errors that indicate an inadequate understanding of sentence structure—may be present in isolation, but are not consistent throughout the text; i.e., a single comma splice or fragment may be acceptable, but not 2 or 3.
- Usage and spelling indicate a command of Standard English Grammar. Isolated deviations from these standards (1 or 2 errors) may be acceptable, but such errors should not be consistent throughout the text.

Cause and Effect

- The paper presents a clear and easily identifiable thesis statement indicating the causal relationship being established. The thesis may be a bit broad or too general, but is on the whole logically sound and supportable.
- The essay maintains an awareness (though that awareness may be limited or somewhat flawed) of its intended audience, and appeals in some way to that audience's values and concerns in explaining the causal relationship between the two ideas under examination.
- For the most part, the argument is supported with evidence. While an effort has been made to find and use the best sort of evidence, the evidence is in some cases obvious.
- The reasoning, while sound, is predictable or occasionally (though not consistently) flawed; this flaw should not be serious enough to render the analysis / explanation of the phenomenon ineffective.
- There may be some awareness of other points of view in the essay, if appropriate to the analysis.
- The organization of the writing is generally sound; paragraph order and coherence are for the most part logical and consistent. At most one paragraph or a few sentences in the essay are misplaced.
- Sentence structure and mechanics are generally correct, though the writer may show limited competence with sentence effectiveness, failing to use elements such as subordination, sentence variety, and modifiers to achieve emphasis. Comma splices, unintentional fragments, and fused sentences—errors that indicate an inadequate understanding of sentence structure—may be present in isolation, but are not consistent throughout the text; i.e., a single comma splice or fragment may be acceptable, but not 2 or 3.
- Usage and spelling indicate a command of Standard English Grammar. Isolated deviations from these standards (1 or 2 errors) may be acceptable, but such errors should not be consistent throughout the text.

Exemplification:

- The paper presents a clear and easily identifiable thesis statement indicating the category of phenomena to be exemplified. The thesis may be a bit broad or too general, but is on the whole logically sound and supportable.
- The essay maintains an awareness (though that awareness may be limited or somewhat flawed) of its intended audience, and appeals in some way to that audience's values and concerns in explaining the relationship between the general concept being discussed and the examples of that concept that form the core of the essay.
- For the most part, the examples are described effectively with detail and appropriate context and evidence. While an effort has been made to find and use the best sort of evidence, the evidence is in some cases obvious.
- The reasoning, while sound, is predictable or occasionally (though not consistently) flawed; this flaw should not be serious enough to render the analysis / explanation of the concept and its examples ineffective.
- There may be some awareness of other points of view in the essay, if appropriate to the analysis.
- The organization of the writing is generally sound; paragraph order and coherence are for the most part logical and consistent. At most one paragraph or a few sentences in the essay are misplaced.
- Sentence structure and mechanics are generally correct, though the writer may show limited competence with sentence effectiveness, failing to use elements such as subordination, sentence variety, and modifiers to achieve emphasis. Comma splices, unintentional fragments, and fused sentences—errors that indicate an inadequate understanding of sentence structure—may be present in isolation, but are not consistent throughout the text; i.e., a single comma splice or fragment may be acceptable, but not 2 or 3.
- Usage and spelling indicate a command of Standard English Grammar. Isolated deviations from these standards (1 or 2 errors) may be acceptable, but such errors should not be consistent throughout the text.

Comparison & Contrast

- The paper presents a clear and easily identifiable thesis statement indicating the causal relationship being established. The thesis may be a bit broad or too general, but is on the whole logically sound and supportable.
- The essay maintains an awareness (though that awareness may be limited or somewhat flawed) of its intended audience, and appeals in some way to that audience's values and concerns in explaining the causal relationship between the two ideas under examination.

- For the most part, the argument is supported with evidence. While an effort has been made to find and use the best sort of evidence, the evidence is in some cases obvious.
- The reasoning, while sound, is predictable or occasionally (though not consistently) flawed; this flaw should not be serious enough to render the analysis / explanation of the phenomenon ineffective.
- There may be some awareness of other points of view in the essay, if appropriate to the analysis.
- The organization of the writing is generally sound; paragraph order and coherence are for the most part logical and consistent. At most one paragraph or a few sentences in the essay are misplaced.
- Sentence structure and mechanics are generally correct, though the writer may show limited competence with sentence effectiveness, failing to use elements such as subordination, sentence variety, and modifiers to achieve emphasis. Comma splices, unintentional fragments, and fused sentences—errors that indicate an inadequate understanding of sentence structure—may be present in isolation, but are not consistent throughout the text; i.e., a single comma splice or fragment may be acceptable, but not 2 or 3.
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