

**English 10000 – English Composition - Portfolio Rubric.** This rubric describes the qualities your instructor will look for in five important areas: *Writing Context, Idea Development, Organization, Use of Language, and Process*. In each column, you will find a general description of what an “A,” “B,” “C,” “D,” or “F” portfolio will look like in terms of one of those five aspects. These descriptions are not meant to be read as items on a checklist but as indications of what a typical A, B, C, D, or F portfolio should look like. Your instructor will use these descriptions to guide his or her evaluation of the quality of the portfolio as a whole.

Criteria	A	B	C	D	F
<b>Idea development</b>	<p>Essays</p> <ul style="list-style-type: none"> <li>• have clearly defined and focused topics</li> <li>• have clear theses and topic sentences which are always supported with specific evidence, examples, and details</li> <li>• illustrate a clear understanding of the need for and uses of various paragraph strategies</li> </ul>	<p>Essays</p> <ul style="list-style-type: none"> <li>• have fairly well defined and focused topics</li> <li>• have thesis statements and/or topic sentences which are adequate but could be sharpened</li> <li>• present thorough and more than adequate reasoning and detail</li> <li>• include successful use of various paragraph strategies</li> </ul>	<p>Essays</p> <ul style="list-style-type: none"> <li>• have only generally defined topics or general theses</li> <li>• make responsible use of supporting evidence</li> <li>• demonstrate some awareness of the need for detail and consideration of complexities</li> <li>• include some use of various paragraph strategies</li> <li>• need better development, organization, and reasoning</li> </ul>	<p>Essays</p> <ul style="list-style-type: none"> <li>• may have no thesis statements (or, at best, flawed ones)</li> <li>• fail to give obvious evidence or to include necessary detail</li> <li>• may present irrelevant evidence or detail</li> <li>• inadequately explain evidence</li> <li>• inadequately use various types of paragraphs</li> </ul>	<p>Essays</p> <ul style="list-style-type: none"> <li>• fall seriously short of the minimum length requirements</li> <li>• are insufficiently developed</li> <li>• do not go beyond the obvious</li> <li>• may include no discernible paragraph strategies</li> </ul>
<b>Organization</b>	<p>Essays</p> <ul style="list-style-type: none"> <li>• use organizing strategies appropriate to purpose, subject, and thesis</li> <li>• use introduction to establish context, purpose, and audience</li> <li>• present well developed paragraphs which progress logically from what precedes them and which are connected with clear and well-blended transitions</li> <li>• present successful conclusions</li> </ul>	<p>Essays</p> <ul style="list-style-type: none"> <li>• have an effective introduction and conclusion</li> <li>• present information in a logical order</li> <li>• use well-chosen transitions and topic sentences</li> <li>• divide paragraphs logically</li> <li>• provides support for thesis, but may need to do so in more detail, more consistently, and/or more precisely</li> </ul>	<p>Essays</p> <ul style="list-style-type: none"> <li>• are organized in a fairly clear way</li> <li>• could be outlined by a reader, despite occasional lack of topic sentences</li> <li>• have adequately developed and appropriately divided paragraphs</li> <li>• make transitions which may be mechanical but foster coherence</li> </ul>	<p>Essays</p> <ul style="list-style-type: none"> <li>• exhibit deficient organization</li> <li>• introductions or conclusions are not clearly marked or functional</li> <li>• paragraphs are neither coherently developed nor arranged</li> <li>• topic sentences are consistently missing, murky, or inappropriate</li> <li>• transitions are missing or flawed.</li> </ul>	<p>Essays</p> <ul style="list-style-type: none"> <li>• are plagued by more than one of the organizational deficiencies of a D essay: i.e., introductions or conclusions are not clearly marked or functional; paragraphs are neither coherently developed nor arranged; topic sentences are consistently missing, murky, or inappropriate; transitions are missing or flawed.</li> </ul>

<b>Writing context</b>	<p>Essays</p> <ul style="list-style-type: none"> <li>• inventively fulfill the assignments</li> <li>• establish the writer's stance with attention and sensitivity to audience, purpose, and context</li> <li>• use detail and evidence that is directed clearly by purpose and audience</li> <li>• use a tone that is appropriate to purpose and audience</li> </ul>	<p>Essays</p> <ul style="list-style-type: none"> <li>• follow and fulfill assignments</li> <li>• establish the writer's stance</li> <li>• demonstrate a clear sense of audience, purpose, and context</li> <li>• successfully implement various tones though at times they may be uneven</li> </ul>	<p>Essays</p> <ul style="list-style-type: none"> <li>• follow the assignments</li> <li>• demonstrate some sense of audience and purpose</li> <li>• attempt to establish appropriate tone and topic for audience, context, and purpose though some results may be unsuccessful</li> </ul>	<p>Essays</p> <ul style="list-style-type: none"> <li>• attempt to follow the assignments</li> <li>• demonstrate little awareness of purpose and audience</li> <li>• utilize no discernible tone or an inappropriate tone</li> </ul>	<p>Essays</p> <ul style="list-style-type: none"> <li>• are inappropriate in terms of the purposes of the assignments and their selected audiences</li> <li>• show no clear purpose or direction or sense of tone</li> </ul>
<b>Use of language</b>	<p>Essays</p> <ul style="list-style-type: none"> <li>• always contain clear, readable prose</li> <li>• exhibit stylistic fluency (subordination, variation of sentence and paragraph lengths, precise word usage)</li> <li>• contain few surface errors, none of which seriously undermines the overall effectiveness of the paper for educated readers</li> </ul>	<p>Essays</p> <ul style="list-style-type: none"> <li>• contain clear and readable prose</li> <li>• use sentence structure appropriate for educated readers, e.g. appropriate use of subordination, emphasis, sentence variety, and modifiers</li> <li>• exhibit few sentence-level errors</li> <li>• use precise and appropriate vocabulary</li> <li>• contain punctuation, usage, and spelling conforming to Standard Written English</li> </ul>	<p>Essays</p> <ul style="list-style-type: none"> <li>• exhibit competent expression</li> <li>• use relatively simple sentence structure, relying on simple and compound sentences</li> <li>• are generally free of sentence-level errors</li> <li>• make correct though limited word choices</li> <li>• contain errors in spelling, usage, punctuation revealing unfamiliarity with Standard Written English</li> </ul>	<p>Essays</p> <ul style="list-style-type: none"> <li>• exhibit sporadic competent expression</li> <li>• may have numerous and consistent errors in spelling, usage, and punctuation that reveal a lack of careful proofreading (or unfamiliarity with Standard Written English)</li> </ul>	<p>Essays</p> <ul style="list-style-type: none"> <li>• do not exhibit competent expression</li> <li>• contain numerous and consistent errors of spelling, usage, and punctuation which hinder communication</li> </ul>
<b>Writing Process</b>	<p>Portfolio</p> <ul style="list-style-type: none"> <li>• demonstrates creative, flexible, and effective revision at both the global and local levels</li> <li>• demonstrates familiarity with several methods for generating material (e.g., freewriting, outlining, clustering, etc.)</li> <li>• demonstrates clear evidence of editing</li> <li>• exhibits much improvement in writing over time</li> <li>• includes a fourth essay that shows mature understanding and analysis of process, strengths, weaknesses, and progress of student's own writing</li> </ul>	<p>Portfolio</p> <ul style="list-style-type: none"> <li>• demonstrates effective revision at both the global and local levels</li> <li>• demonstrates familiarity with at least two methods for generating material (e.g., freewriting, outlining, clustering, etc.)</li> <li>• demonstrates some evidence of editing</li> <li>• exhibits improvement in writing over time</li> <li>• includes a fourth essay that shows a willingness to understand student's own work though with less insight or balance than an A portfolio</li> </ul>	<p>Portfolio</p> <ul style="list-style-type: none"> <li>• demonstrates some effective revision at the global level</li> <li>• demonstrates familiarity with at least one method of generating material (e.g., freewriting, outlining, clustering.)</li> <li>• demonstrates sporadic evidence of editing</li> <li>• may not exhibit clear improvement in writing over time</li> <li>• includes a fourth essay that shows competence in understanding student's own work</li> </ul>	<p>Portfolio</p> <ul style="list-style-type: none"> <li>• fails to demonstrate effective revision at any but a superficial level</li> <li>• does not demonstrate familiarity with methods of generating material</li> <li>• does not demonstrate clear evidence of editing</li> <li>• does not exhibit clear improvement in writing over time</li> <li>• includes an incomplete fourth essay or shows little understanding of student's own work</li> </ul>	<p>Portfolio</p> <ul style="list-style-type: none"> <li>• fails to demonstrate any revision</li> <li>• does not demonstrate familiarity with methods of generating material</li> <li>• does not demonstrate any editing</li> <li>• does not exhibit any improvement in writing over time</li> <li>• includes no fourth essay or shows no understanding of student's own work</li> </ul>