

ENGL 10100 – English Composition I -- Portfolio Rubric

This rubric describes the qualities your instructor will look for in six important areas of your portfolio: *Purpose/Audience*, *Topic/Thesis*, *Organization*, *Prose*, *Final Analytic Essay*, 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 might look like. It is likely that your own writing has weaknesses in some areas which are partially balanced out by strengths in other areas; 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
Purpose/ Audience	<p>Essays</p> <ul style="list-style-type: none"> • fulfill the assignments in a fresh and mature manner • show skillfully a variety of rhetorical situations, suggesting s/he will be able to handle nearly any writing task with flair • establish the writer's stance with attention and sensitivity to audience, purpose, and context • when appropriate to the assignments, demonstrate expertise in employing appeals to ethos, logos, and pathos 	<p>Essays</p> <ul style="list-style-type: none"> • follow and fulfill assignments • show skillfully a variety of rhetorical situations, suggesting s/he will be able to handle nearly any writing task with skill • establish the writer's stance • demonstrate a clear sense of audience, purpose, and context 	<p>Essays</p> <ul style="list-style-type: none"> • follow the assignments • show competence in a variety of rhetorical situations, suggesting s/he will be able to handle nearly any writing task successfully • demonstrate some sense of audience and purpose 	<p>Essays</p> <ul style="list-style-type: none"> • attempt to follow the assignments • do not show competence in most rhetorical situations, suggesting s/he will have difficulty handling many writing tasks • demonstrate little awareness of rhetorical situation • may over- or under-estimate (or ignore) the audience's prior knowledge, assumptions, or beliefs • may show little sense of purpose 	<p>Essays</p> <ul style="list-style-type: none"> • are inappropriate in terms of the purposes of the assignments and their rhetorical situations • do not show competence in any rhetorical situations, suggesting s/he will be unable to handle most writing tasks • show no clear purpose or direction
Topic/ Thesis	<p>Essays</p> <ul style="list-style-type: none"> • have clearly defined and focused topics • have clear theses that are supported with specific (and appropriate) evidence, examples, and details • use outside sources carefully and cite appropriately • demonstrate valid reasoning, good judgment and an awareness of the topic's complexities • seamlessly incorporate ideas and insights gained from reading into his/her own texts, sometimes critically, sometimes generatively, sometimes as support for or illustration of ideas 	<p>Essays</p> <ul style="list-style-type: none"> • have fairly well defined and focused topics • have thesis statements which are adequate but could be sharpened • present thorough and more than adequate reasoning and support • demonstrate a thoughtful awareness of complexity and other points of view • effectively incorporate ideas and insights from reading into his/her own texts, sometimes critically, sometimes generatively, sometimes as support for or illustration of ideas 	<p>Essays</p> <ul style="list-style-type: none"> • have only generally defined topics • have only general thesis statements • make responsible use of supporting evidence which may be obvious and easily accessible • demonstrate little awareness of the topics' complexities or other points of view • need better development, organization, and reasoning • use outside readings, though these ideas may not be well-integrated into papers, or may be used in a cut-and-paste fashion rather than a more organic one. 	<p>Essays</p> <ul style="list-style-type: none"> • may have no thesis statements (or, at best, flawed ones) • fail to give obvious evidence • may present irrelevant evidence • inadequately interpret evidence • demonstrate insufficient understanding of the rhetorical situation • may rely too heavily on evidence from published sources or lectures without adding original analysis • may not use outside readings. Even if such readings are used, they are used in a consistently cut-and-paste fashion rather than an organic one. 	<p>Essays</p> <ul style="list-style-type: none"> • fall seriously short of the minimum length requirements • are insufficiently developed • do not go beyond the obvious • may not use outside readings. There is essentially no evidence of the reading of assigned texts or of the ability to summarize ideas and respond critically or interpretively

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Organization	Essays <ul style="list-style-type: none"> use organizing strategies appropriate to purpose and subject use introduction to establish context, purpose, and audience use strong, engaging topic sentences present well developed paragraphs which progress logically from what precedes them present conclusions which go beyond mere restatement of the introduction 	Essays <ul style="list-style-type: none"> have an effective introduction and conclusion present information in a logical order use well-chosen transitions and topic sentences divide paragraphs logically provides support for thesis, but may need to do so in more detail, more consistently, and/or more precisely 	Essays <ul style="list-style-type: none"> are organized in a fairly clear way could be outlined by a reader, despite occasional lack of topic sentences have adequately developed and appropriately divided paragraphs make transitions which may be mechanical but foster coherence 	Essays <ul style="list-style-type: none"> exhibit deficient organization have introductory and conclusion material not clearly marked or functional have paragraphs neither coherently developed nor arranged have topic sentences which are consistently missing, murky, or inappropriate have flawed or missing necessary transitions 	Essays <ul style="list-style-type: none"> 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.
Prose	Essays <ul style="list-style-type: none"> contain clear, readable, and sometimes memorable prose contain few surface errors, none of which seriously undermines the overall effectiveness of the paper for educated readers exhibit stylistic grace and flourishes (subordination, variation of sentence and paragraph lengths, interesting vocabulary) 	Essays <ul style="list-style-type: none"> contain clear and readable prose use sentence structure appropriate for educated readers, including appropriate use of subordination, emphasis, sentence variety, and modifiers exhibit few sentence-level errors use precise and appropriate vocabulary contain punctuation, usage, and spelling conforming to Standard Written English 	Essays <ul style="list-style-type: none"> exhibit competent expression use relatively simple sentence structure, relying on simple and compound sentences are generally free of sentence-level errors make correct though limited word choices contain errors in spelling, usage, and punctuation revealing unfamiliarity with Standard Written English 	Essays <ul style="list-style-type: none"> may have numerous and consistent errors in spelling, usage, and punctuation that reveal unfamiliarity with Standard Written English (or a lack of careful proofreading) 	Essays <ul style="list-style-type: none"> contain numerous and consistent errors of spelling, usage, and punctuation which hinder communication
Final Analytic Essay	<ul style="list-style-type: none"> demonstrates writer's ability to insightfully analyze his/her writing, providing examples, and exploring how the texts were researched and revised, esp. noting use of teacher/peer comments 	<ul style="list-style-type: none"> demonstrates writer's ability to thoughtfully analyze his/her writing, providing examples and exploring how the texts were researched and revised, esp. noting use of teacher/peer comments 	<ul style="list-style-type: none"> demonstrates writer's ability to competently analyze his/her writing, providing examples and exploring how the texts were researched and revised, esp. noting the use of teacher/peer comments 	<ul style="list-style-type: none"> suggests that the writer is unwilling or unable to competently analyze his/her work in the course 	<ul style="list-style-type: none"> fails to analyze the writer's work in the course
Process	Portfolio as a whole <ul style="list-style-type: none"> demonstrates creative, flexible, and effective revision at both the global and local levels demonstrates familiarity with several methods for generating material (e.g., freewriting, outlining, clustering, etc.) exhibits outstanding improvement in writing over time Incomplete projects may not be graded A.	Portfolio as a whole <ul style="list-style-type: none"> demonstrates effective revision at both the global and local levels demonstrates familiarity with methods for generating material exhibits improvement in writing over time Incomplete projects may not be graded B.	Portfolio as a whole <ul style="list-style-type: none"> demonstrates some effective revision at the global level demonstrates familiarity with at least one method of generating material may not exhibit clear improvement in writing over time Incomplete projects may not be graded C.	Portfolio as a whole <ul style="list-style-type: none"> fails to demonstrate effective revision at any but a superficial level does not demonstrate familiarity with methods of generating material does not exhibit clear improvement in writing over time Incomplete projects may be graded D.	Portfolio as a whole <ul style="list-style-type: none"> fails to demonstrate any revision does not demonstrate familiarity with methods of generating material does not exhibit any improvement in writing over time Incomplete projects may be graded F.