

ENGL 10200 – English Composition II -- 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 mature manner • are appropriate, occasionally even sophisticated, in the way they identify and address various audiences • establish the writer's stance with attention and sensitivity to audience, purpose, and context • demonstrate expertise in employing appeals to ethos and logos 	<p>Essays</p> <ul style="list-style-type: none"> • follow and fulfill assignments • are appropriate in the way they identify and address various audiences • establish the writer's stance • demonstrate a clear sense of audience, purpose, and context • demonstrate facility in employing appeals to ethos and logos 	<p>Essays</p> <ul style="list-style-type: none"> • follow the assignments • identify various audiences, but may experience some difficulty bridging knowledge or opinion gaps between writer and reader • demonstrate some sense of audience and purpose • sometimes employ appropriate appeals to ethos and logos 	<p>Essays</p> <ul style="list-style-type: none"> • attempt to follow the assignments • do not identify and address various audiences, frequently assuming more or less of the readers than is appropriate • demonstrate little awareness of rhetorical situation • 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 identify and address various audiences, showing an unwillingness or inability to accomplish even the most basic purposes in his/her writing • 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 • demonstrate a clear grasp methods of analysis • consistently support or prove theses with success • demonstrate expertise in several types of academic research and in employing outside materials • have allusions, interpretive strategies, and stylistic sophistication that suggest wide reading, both of course materials but a wide variety of print and electronic texts 	<p>Essays</p> <ul style="list-style-type: none"> • have fairly well defined and focused topics • have theses 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 • demonstrate an awareness of methods of analysis • frequently support or prove theses with success • demonstrate facility in finding and employing academic research • have allusions, interpretive strategies, and stylistic sophistication that suggest the reading of, not only course materials but also additional print and electronic texts 	<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 • demonstrate some awareness of methods of analysis • may lack some evidence or analysis to support or prove theses • demonstrate an awareness of academic research and its uses • may not show evidence of the critical and analytical reading of assigned texts, both print and electronic, through the incorporation of ideas from the reading into the author's texts 	<p>Essays</p> <ul style="list-style-type: none"> • may have no or flawed theses • 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 demonstrate awareness of academic research or its uses • show little or no evidence of the critical and analytical reading of assigned texts, suggesting difficulty summarizing complex ideas and responding critically or interpretively 	<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 • show essentially no evidence of the reading of assigned texts or of the ability to summarize ideas and respond critically or interpretively

Criteria	A	B	C	D	F
Organization	<p>Essays</p> <ul style="list-style-type: none"> clearly use organizing strategies appropriate to audience, purpose, and subject use strong, clear topic sentences present well developed paragraphs which progress logically from what precedes them present effective and clear conclusion material 	<p>Essays</p> <ul style="list-style-type: none"> often show an understanding of specific and appropriate organizing strategies 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 	<p>Essays</p> <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 	<p>Essays</p> <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 	<p>Essays</p> <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	<p>Essays</p> <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, appropriate vocabulary) 	<p>Essays</p> <ul style="list-style-type: none"> contain clear and readable prose use sentence structure appropriate for educated readers exhibit few sentence-level errors use precise and appropriate vocabulary contain punctuation, usage, and spelling conforming to Standard Written English 	<p>Essays</p> <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 may contain patterns of errors in spelling, usage, and punctuation 	<p>Essays</p> <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) 	<p>Essays</p> <ul style="list-style-type: none"> contain numerous and consistent errors in 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	<p>Portfolio as a whole</p> <ul style="list-style-type: none"> demonstrates inventive and effective revision at both the global and local levels exhibits outstanding improvement in writing over time <p>Incomplete projects may not be graded A.</p>	<p>Portfolio as a whole</p> <ul style="list-style-type: none"> demonstrates effective revision at both the global and local levels exhibits improvement in writing over time <p>Incomplete projects may not be graded B.</p>	<p>Portfolio as a whole</p> <ul style="list-style-type: none"> demonstrates some effective revision at the global or local level may not exhibit clear improvement in writing over time <p>Incomplete projects may no not be graded C.</p>	<p>Portfolio as a whole</p> <ul style="list-style-type: none"> fails to demonstrate effective revision at any but a superficial level does not exhibit clear improvement in writing over time <p>Incomplete projects may be graded D.</p>	<p>Portfolio as a whole</p> <ul style="list-style-type: none"> fails to demonstrate any revision does not exhibit any improvement in writing over time <p>Incomplete projects may be graded F.</p>