

First Year Writing Portfolio Rubric

Criterion 1

Central Argument

Common description:

Weighting in summary scores:

2

Level 1

Unacceptable

Score:1.0

No clear central argument or focus for essays.

Level 2

Approaches Expectations

Score:2.0

Unclear and/or multiple ideas competing for the focus of essays.

Level 3

Meets Expectations

Score:3.0

Student has sense of a central argument; could use further clarity, focus or complexity.

Level 4

Exceeds Expectations

Score:4.0

Clear, precise, complex central argument or focus.

Criterion 2

Purposeful Organization

Common description:

Weighting in summary scores:

2

Level 1

Unacceptable

Score:1.0

No clear organizational structure; essays difficult to follow.

Level 2

Approaches Expectations

Score:2.0

Organizational structure is weak or inconsistent, often missing connections between and among ideas.

Level 3

Meets Expectations

Score:3.0

Organizational structure is present, though it may not seem well informed; needs stronger connections between ideas.

Level 4

Exceeds Expectations

Score:4.0

Essay makes purposeful connections between ideas; progresses clearly from beginning to end.

Criterion 3

Relevant & Specific Evidence

Common description:

Weighting in summary scores:

2

Level 1

Unacceptable

Score:1.0

Does not include evidence to support ideas/opinions; relies on faulty reasoning or inappropriate sources to support points

Level 2

Approaches Expectations

Score:2.0

Uses some evidence to support ideas; much is acontextual and not

Level 3	connected to the argument; weak sources or reasons to support points. Meets Expectations	Score:3.0
Level 4	Student includes appropriate evidence to support points; might rely heavily on block quotes or excessive quotation in place of student's analysis Exceeds Expectations	Score:4.0
Links to standards	This criterion is not linked to any standards	

Criterion 4

Citation and Documentation

Common description:

Weighting in summary scores:

2

Level 1	Unacceptable	Score:1.0
Level 2	Approaches Expectations	Score:2.0
Level 3	Meets Expectations	Score:3.0
Level 4	Exceeds Expectations	Score:4.0
Links to standards	This criterion is not linked to any standards	

Criterion 5

Editing, Mechanics, and Correctness

Common description:

Weighting in summary scores:

2

Level 1	Unacceptable	Score:1.0
Level 2	Approaches Expectations	Score:2.0
Level 3	Meets Expectations	Score:3.0
Level 4	Exceeds Expectations	Score:4.0

Few errors in mechanics; demonstrated editing abilities; sentences are clear and well-formed.

Criterion 6

Overall Critical Thinking in argument, perspective, details, layout, and multimedia uses

Common description:

Weighting in summary scores:

2

Level 1

Unacceptable

Score:1.0

Essays do not demonstrate complex thinking; little awareness of audience, purpose and context is evident.

Level 2

Approaches Expectations

Score:2.0

Inconsistent evidence of complex thinking; inconsistent attention to audience, purpose, and context.

Level 3

Substantial

Score:3.0

Some evidence of complex thinking; demonstrated awareness of the audience, purpose, and context for essays.

Level 4

Exceeds Expectations

Score:4.0

Consistent demonstration of complex thinking and reasoning abilities; clearly writes for the appropriate audience, purpose, and context.

Criterion 7

Structure: Reflective Letter

Common description:

Weighting in summary scores:

1

Level 1

Unacceptable

Score:1.0

Letter has no clear structure or progression.

Level 2

Approaches Expectations

Score:2.0

Letter has a sense of structure, but tends to wander, or fails to address some questions.

Level 3

Meets Expectations

Score:3.0

Letter is structured by questions without connections between.

Level 4

Exceeds Expectations

Score:4.0

Letter is structured around student-determined content/theme from start to finish.

Criterion 8

Tone: Reflective Letter

Common description:	Tone is moderately informal, candid, written in first-person singular	
Weighting in summary scores:	1	
Level 1	Unacceptable	Score:1.0
	Student adopts tone inappropriate to guidelines.	
Level 2	Approaches Expectations	Score:2.0
	Tone is inconsistent.	
Level 3	Meets Expectations	Score:3.0
	Tone is largely consistent, with occasions of inappropriate informality or over-formality.	
Level 4	Exceeds Expectations	Score:4.0
	Tone is consistently appropriate	
Links to standards	This criterion is not linked to any standards	

Criterion 9

Selection and Rationale for Essay Choices; Critical Thinking

Common description:		
Weighting in summary scores:	1	
Level 1	Unacceptable	Score:1.0
	No evidence for selection of essays or choosing the writing prompt; little to no critical commentary	
Level 2	Approaches Expectations	Score:2.0
	Some marginal reasoning for selecting assignments and including them in the portfolio; surface level critical commentary.	
Level 3	Meets Expectations	Score:3.0
	Clear reasons for including essays in the portfolio; evidence of ability to think critically about her own writing.	
Level 4	Exceeds Expectations	Score:4.0
	Smart reasons for including the essays in the portfolio; connections between writings show critical reflection on her own work.	
Links to standards	This criterion is not linked to any standards	

Criterion 10

Realistic Self-Assessment and Articulation of Future Writing Contexts

Common description:		
Weighting in summary scores:	1	
Level 1	Unacceptable	Score:1.0
	Student cannot articulate development in her own writing or a plan for future improvement.	

Level 2	Approaches Expectations	Score:2.0
	Only surface- level improvements noted; few or unrealistic plans for future development.	
Level 3	Meets Expectations	Score:3.0
	Student articulates some realistic improvements and a reasonable plan for future development.	
Level 4	Exceeds Expectations	Score:4.0
	Student notes improvements and develops a thoughtful plan for continued development.	