

First Year Writing Portfolio Rubrics and Scoring Guide

Holistic Assessment for Entire Portfolio	1 Resubmit		4 Pass —also record any portfolios that might be listed as “exemplary.”	
Criteria for Sections B and C				
	1	2	3	4
Focus/Thesis	Multiple ideas competing for or interfering with the focus of essays.	Evident focus with some digressions or non-contextual ideas.	Focus is present but lacks sufficient clarity or complexity.	Clear, precise, complex focus.
Purposeful Organization	No clearly developed organizational structure; essays difficult to follow.	Organizational structure is weak or inconsistent, often missing connections between and among ideas.	Organizational structure is present, and consistent; needs stronger connections between ideas.	Essay makes purposeful connections between ideas; progresses clearly from beginning to end.
Relevant & Specific Evidence	Does not include evidence to support ideas/opinions; relies on faulty reasoning or inappropriate sources to support points.	Uses some evidence to support ideas; much is non-contextual and not connected to argument; weak sources or reasons to support points.	Student includes appropriate evidence to support points; might rely heavily on block quotes or someone else’s ideas for support.	Strong use of evidence (sound reasoning and effective use of sources); if sources are used, they are appropriate and well-integrated with student’s ideas.
Citation and Documentation	Outside sources not cited or not cited correctly within and at the end of the text.	Inconsistent citation of sources within the text or over-reliance on quotations; absence of writer’s ideas and voice to explain, connect.	Consistent citation of sources, though the writer could continue to work on integrating her own voice into essays.	Consistent citation of sources; writer is comfortable making connections between sources and her own writing.
Editing, Mechanics, and Correctness	Poor mechanics that distract the reader; sentence-level problems that make comprehension of ideas difficult.	Essays contain consistent mechanical errors; some sentences difficult to follow because of wording.	Some errors in mechanics, but they seem random; most sentences are clear and well-formed.	Few errors in mechanics; demonstrated editing abilities; sentences are clear and well-formed.

Historical or Cultural Context and Accuracy	Essays do not demonstrate awareness of relevant historical or cultural contexts.	Inconsistent or disconnected treatment of relevant historical or cultural contexts.	Clear awareness of relevant cultural and historical contexts, though some gaps or errors exist.	Consistent, accurate representation and analysis of relevant cultural and historical contexts.
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Reflective Letter – Section A

Selection and Rationale for Essay Choices; Critical Thinking	No evidence for selection of essays or choosing the writing prompt; little to no critical commentary	Some marginal reasoning for selecting assignments and including them in the portfolio; surface level critical commentary.	Clear reasons for including essays in the portfolio; evidence of ability to think critically about her own writing.	Smart reasons for including the essays in the portfolio; demonstrates connections between writings with critical reflection on her own work.
Realistic Self-Assessment	No reflection on how writing meets standards for college level.	Some presentation of standards and application to features of writing performance	Clear representation of relevant writing criteria and explanation of performance	Complex presentation of writing criteria and application of criteria to writing
Reflection on Career Goal and Future Writing Contexts	Student does not articulate development in her own writing aimed at her major or desired career;lacks a plan for future improvement.	Limited relevant information about writing activities related to major or career; few or unrealistic plans for future development.	Student articulates some realistic uses of writing related to a major and career: a reasonable plan for future development.	Student notes demands of major or career for writing and develops a thoughtful plan for continued development.

Other comments about the portfolio	Recommended workshops
	<input type="checkbox"/> Thesis Development <input type="checkbox"/> Incorporating Evidence <input type="checkbox"/> Citation & Documentation <input type="checkbox"/> Argumentation & Structure <input type="checkbox"/> Copy Editing (note specific issues)