

ASSESSMENT RUBRIC: *Composition 1 -- Laurie Jones Neighbors*

For:

Assignment:

Date:

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
CONTENT (3 Points)	<ul style="list-style-type: none"> ▪ Complies with all parts of the assignment. ▪ Reflects the writer's critical understanding of views different from the writer's own by carefully and fully addressing varying points of view, avoiding extreme positions that would tend to polarize debate, and seeking out commonplaces. ▪ Includes observations, evaluations, conclusions, demonstrations, and/or applications that go beyond mere description and indicate a high level of personal involvement and innovative thinking. ▪ Exhibits logical reasoning in order to shed new or light on topics included. ▪ Exhibits sensitivity to audience. ▪ Makes clear an overall purpose. ▪ Includes rich and relevant details. ▪ Uses sources with sophistication and in a variety of ways. 	<ul style="list-style-type: none"> ▪ Complies with most parts of the assignment. ▪ Reflects the writer's critical understanding of views different from the writer's own by addressing varying points of view, avoiding extreme positions that would tend to polarize debate, and seeking out commonplaces. ▪ Includes observations, evaluations, conclusions, demonstrations, and/or applications that go beyond mere description and indicate personal involvement. ▪ Exhibits logical reasoning. ▪ Exhibits awareness of audience. ▪ Strongly suggests an overall purpose. ▪ Includes relevant and interesting details. ▪ Integrates sources ethically and effectively. 	<ul style="list-style-type: none"> ▪ Complies with the main parts of the assignment. ▪ Finds significance in the topic beyond the writer's individual response to it. ▪ Does not merely describe or provide basic information on the topic. ▪ Exhibits sensitivity to audience, but may do so to a lesser extent than expected. ▪ Exhibits logical reasoning for the most part, but may contain one or two examples of faulty reasoning. ▪ Indicates an overall purpose, though to a less extent than is expected. ▪ May include several instances of extraneous detail, but attempts to present relevant details. ▪ Integrates sources ethically. 	<ul style="list-style-type: none"> ▪ Does not comply with the main parts of the assignment. ▪ Does not portray significance in the topic beyond the writer's individual response to it. ▪ Does not show evidence of logical thinking. ▪ Avoids plagiarism, though source use may be problematic (i.e., sources not used in the spirit of their intent, sources chosen do not seem appropriate or credible, over-reliance on sources is apparent, etc.).
STYLE (2 Points)	<ul style="list-style-type: none"> ▪ Demonstrates a creative approach to writing. ▪ Provides a tone showing a strong understanding of audience, purpose, and occasion. ▪ Shows a variety of sentence lengths, openers, and patterns to avoid monotony. ▪ Displays accurate and vivid word choices. ▪ Includes an interesting, relevant, and engaging title. ▪ Flawlessly conforms to either APA or MLA style. 	<ul style="list-style-type: none"> ▪ Provides a tone that is consistent and appropriate for the audience. ▪ Employs techniques of sentence variety. ▪ Displays accurate word choices. ▪ Includes a relevant title. ▪ Conforms to either APA or MLA documentation style. 	<ul style="list-style-type: none"> ▪ Provides some variety in sentence openers and sentence types in order to avoid monotony. ▪ Includes a title, though the title may seem lackluster or inappropriate. ▪ Attempts to conform to either APA or MLA documentation style. 	<ul style="list-style-type: none"> ▪ Provides some variety in sentence types, but may seem monotonous. ▪ Does not include a title. ▪ Does not attempt to adhere to a particular documentation style.

ORGANIZATION (3 Points)	<ul style="list-style-type: none"> ▪ Has a recognizable thesis, clearly stated or strongly implied. ▪ Has well-constructed paragraphs that are organized around recognizable topics. ▪ All paragraphs work together to build a logical, intentional progression. ▪ All paragraphs move seamlessly from one to the next. ▪ Is arranged in a logical manner, appropriate to the audience, purpose, and occasion. ▪ Has an effective and engaging introduction. ▪ Has a conclusion that brings the issue full circle, illuminates the overall significance, and provides a sense of closure. 	<ul style="list-style-type: none"> ▪ Is organized from a controlling idea. ▪ Has paragraphs that are organized around recognizable topics. ▪ All paragraphs relate logically to the thesis. ▪ Has transitions between most paragraphs. ▪ Is arranged in a logical manner, appropriate to the audience, purpose, and occasion, for the most part. ▪ Has an appropriate introduction. ▪ Has an appropriate conclusion. 	<ul style="list-style-type: none"> ▪ Attempts to adhere to a controlling idea. ▪ Paragraphs are somewhat organized around recognizable topics, though controlling idea may be difficult to discern. ▪ All paragraphs relate logically to the thesis, though the relationship may be difficult to discern in some instances. ▪ Has transitions between some paragraphs. ▪ Attempts to present itself in a logical manner, appropriate to the audience, purpose, and occasion, though connectivity needs to be strengthened. ▪ Has an introduction and conclusion, though one or both may need to be strengthened. 	<ul style="list-style-type: none"> ▪ Lacks evidence of an attempt to adhere to a controlling idea. ▪ Is broken into paragraphs, though paragraph breaks may seem uninformed. ▪ Many or all paragraphs do not seem to relate to the thesis. ▪ Fails to include an introduction, a conclusion, or both.
GRAMMAR, ETC. (2 Points)	<ul style="list-style-type: none"> ▪ Has no serious errors in grammar, punctuation, mechanics, or spelling. 	<ul style="list-style-type: none"> ▪ Has no more than two serious errors in grammar, punctuation, mechanics, or spelling. 	<ul style="list-style-type: none"> ▪ Has no more than three serious errors in grammar, punctuation, mechanics, or spelling. 	<ul style="list-style-type: none"> ▪ Has four or more serious errors in grammar, punctuation, mechanics, or spelling.

POINTS FOR THIS PROJECT

	Points Possible	Points Earned
CONTENT		
STYLE		
ORGANIZATION		
GRAMMAR, ETC		
TOTAL		