

Portfolio Rubric for RWR 090

Outcomes	Exceeds Proficiency Point range: 9-10	Proficient Point range: 8	Approaching Proficiency Point range: 6 -7	Limited Proficiency Point range: 4-5
<b>Response to Assignment:</b> Demonstrates ability to understand and complete assignment according to guidelines.	Addresses learning in class with energy and insight; purpose is revealed throughout the reflective essay; demonstrates knowledge of how learning will transfer to future classes and endeavors. 3 essays and at least 2 artifacts of reading and writing process are submitted.	Addresses learning effectively with some insight. Purpose is clear in reflective essay. Some reference is made to how learning will transfer to future classes and endeavors. 3 essays and at least 2 artifacts of reading and writing process are submitted.	Addresses learning but appears to be simply fulfilling the assignment. Little reference to how learning will help students to succeed in future classes or endeavors. 4 pieces of student work are submitted, 3 of them essays.	Shows serious problems with reflecting on learning; more than one topic may be evident; purpose is difficult to comprehend in reflection letter or not appropriate to the assignment. 3-4 pieces of work are submitted.
	Exceeds Proficiency Point range: 19-20	Proficient Point range:17 -18	Approaching Proficiency Point range: 15-16	Limited Proficiency Point range: 13-14
<b>Process:</b> Applies understanding of reading and writing process	Shows compelling evidence of using reading and writing process with strongly developed samples of prewriting and reading activities. Guides the reader in reflection upon the process by referring to these samples and their place in the larger process of reading and writing a source-based essay.	Shows significant evidence of using reading and writing process with well-developed samples of prewriting and reading activities. Guides the reader in reflective letter upon the process by referring to these samples and their place in the larger process of reading and writing a source-based essay.	Shows some evidence of using reading and writing process with samples of prewriting and reading activities. Provides little reference to these samples in the reflection upon the process and their place in the larger process of reading and writing a source-based essay.	Shows limited evidence of using reading and writing process with underdeveloped samples of prewriting and reading activities. No reference to the samples of process in the reflective letter. Seems unaware of their place in the larger process of reading and writing a source-based essay.
	Exceeds Proficiency Point range: 19-20	Proficient Point range: 17-18	Approaching Proficiency Point range: 15- 16	Limited Proficiency Point range: 13-14
<b>Sources and Integration:</b> Demonstrates responsible use of sources; integrates them via quoting, paraphrasing, and summarizing; synthesizes ideas	Sources are current, credible, appropriate, and relevant to the topic. Quotes are introduced and seamlessly integrated, as well as revelatory and thoughtfully explained. In-text	Sources are credible, appropriate, and relevant, but may be dated, or not current. Quotes are appropriate to the topic; they are introduced, explained, and	Sources are generally credible and relevant, though they may not be appropriate or current. Quotes are introduced and integrated but sound mechanical, as if from a template;	Sources lack credibility or relevance, or are not appropriate to the topic. Quotes are not introduced, explained, or relevant to the writer's point—or they are

and information to develop own viewpoints on a topic.	citations accurately correspond to the Works Cited page. Paraphrases and summaries do not distort, misrepresent, or plagiarize the original source, and demonstrate ethical as well as skillful handling of source material.	integrated smoothly. However, there may be mistakes with in-text citations. Paraphrases and summaries do not distort, misrepresent, or plagiarize the original source, and demonstrate a writer's responsible use of sources.	explanations of quotes are satisfactory but do not go in-depth. In-text citations are generally correct, but inconsistencies do occur. Though cursory and perfunctory, paraphrases and summaries are adequate, but demonstrate the writer's struggle to put the source material into writer's own words.	missing altogether; explanations of quotes are minimal, shallow, or merely echo obvious details. In-text citations are missing, incorrect, or inconsistent. Paraphrases and summaries demonstrate instances of accidental or intentional plagiarism; or they distort or misrepresent the original source.
	Exceeds Proficiency Point range: 9-10	Proficient Point range: 8	Approaching Proficiency Point range: 6-7	Limited Proficiency Point range: 4-5
<b>Metacognition:</b> Demonstrates awareness of growth as reader and writer through reflection and artifacts	Demonstrates awareness of text structure and able to identify passages that contribute to key ideas and builds interpretation based on textual evidence. Synthesizes idea into larger meaning. Personal connections build schema and are incorporated in written artifact	Demonstrates an interaction with text with paraphrasing and notices key passages and context. Incorporates these understandings into the written artifact	Demonstrates an interaction with the text. Reflections shows <u>some</u> evidence of comprehension of key ideas of text but may focus on details not central to the meaning and not always aware of confusion as shown in written artifact	Demonstrates little comprehension of important ideas in the text; personal connection do not aid comprehension. Demonstrate general confusion of text as shown in written artifact
	Exceeds Proficiency Point range: 19-20	Proficient Point range: 17-18	Approaching Proficiency Point range: 15-16	Limited Proficiency Point range: 13-14
<b>Essay Development and Coherence:</b> Demonstrates competence in writing unified, developed and coherent essays	Thoughtfully developed essay that explores the topic using relevant original details, anecdotes, examples and appropriate source-based evidence. Transitional words and phrases used throughout the essay between paragraphs and key ideas. Transitions are used skillfully and with variation.	Well-developed essay that expands the topic with appropriate details, anecdotes, examples and source-based evidence. Transitional words and phrases used throughout the essay between paragraphs and key ideas. Transitions are used	Adequately developed essay that reveals the topic with some appropriate, but generally predictable details, anecdotes, examples and some source-based evidence. Some transitional words and phrases used in the essay between paragraphs and key ideas. Transitions are used	Underdeveloped essay that shows the topic with vague details, underdeveloped anecdotes or examples, and limited use of source-based evidence. Few transitional words and phrases used in the essay between paragraphs or key ideas. Transitions are used

		appropriately with some variation.	predictably and with little variation.	awkwardly or inconsistently and with no variation.
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<b>Academic Voice:</b> Demonstrates distinction between source knowledge and own words and ability to transform source knowledge into new ideas and meanings that inform the student's perspective	Writing is academic in tone, demonstrating a clear sense of purpose and audience; writer's voice is evident -- confident and sophisticated; vocabulary and phrasing are academically appropriate, reflective, analytical and persuasive, Writing is sophisticated without being pretentious. Writer synthesizes ideas from sources and creates new meanings from their own perspective.	Writing is generally academic in tone; writer's voice may not be consistently persuasive or deeply analytical or reflective but is discernible; writing demonstrates an awareness of purpose; vocabulary in some places may be simplistic or ineffective. Writer often synthesizes ideas from sources and creates new meanings from their own perspective.	Writing tends to be mechanical in tone; writer's voice struggles to be discernible in the essay; writing demonstrates inconsistent awareness of purpose; vocabulary tends to be simplistic, marked by instances of informal or imprecise diction. Writer sometimes synthesizes ideas from sources and creates new meanings from their own perspective	Writing is mechanical in tone; writer's voice is not discernible in the essay; writing demonstrates no awareness of purpose; vocabulary tends to be simplistic, marked by instances of informal or imprecise diction
	Exceeds Proficiency Point range: 9-10	Proficient Point range: 8	Approaching Proficiency Point range: 6-7	Limited Proficiency Point range: 4-5
<b>Editing, Grammar &amp; Punctuation:</b> Demonstrates ability to self-correct for common patterns of error	Text should read smoothly with no problems with the patterns of error. Writer should have clearly used spell-check and completed a thorough proofreading, particularly of new material. Allowance for a few minor errors that do not interfere with meaning	Text should read smoothly with only a few problems with the patterns of error. Writer should have used spell-check and completed a thorough proofreading, particularly of new material. Allowance for some minor errors that do not interfere with meaning.	Text shows some mastery of the patterns of error. Writer should have used spell-check and attempted some proofreading, particularly of new material. Allowance for a higher frequency of minor errors.	Text may have rough spots with evidence that the student has attempted to check for patterns of errors. Student may have significant errors in spelling, syntax, and punctuation, some of which may interfere with meaning.