Rubric for Grading Portfolios
College Writing I
Fall 2011

Note: This rubric was adapted from one in use at the University of Rhode Island in 2008-2009 academic year.

	EXEMPLARY (roughly 18-20)	PROFICIENT (roughly 15-17.9)	UNACCEPTABLE (roughly 0-10)
Reflective Introduction	The reflective introduction demonstrates the writer's insights and thoughtfulness about his or her learning in this course and/or makes connections across projects and/or to other courses. The introduction offers a variety of support for claims about what the writer has learned, including evidence previous drafts or from other writing done for the course. The writer addresses in detail why entries were chosen and/or how they were revised for the portfolio. The writer uses terms from the course content or materials comfortably or expertly (i.e., "genre," "audience," "revision"). The introduction successfully prepares readers for the rest of the portfolio.	The reflective introduction demonstrates some thoughtfulness about the writer's learning in the course; it offers support for claims about what the writer has learned and may make at least one connection to other learning. The writer addresses why entries were chosen or how they were revised for the portfolio. The writer uses terms from the course content or materials competently (i.e., genre, audience, revision). The introduction competently prepares readers for the rest of the portfolio.	The reflective introduction offers only one or two examples of the writer's learning or makes unsupported or generic claims about the class. The writer addresses only briefly why entries were chosen or how they were revised for the portfolio. The writer does not use terms from the course content or materials, or uses the terms in inaccurate or vague ways. The introduction appears disconnected from the rest of the portfolio.
Compiled Projects: Clarity and Impact	The writer has made apt decisions for each entry in terms of audience, purpose, and voice. The target audience for each piece is appropriate or consistent. In all three entries, the purpose is clearly stated and fulfilled, and the voice in each case contributes to fulfilling the purpose.	The writer has made apt decisions in terms of audience, purpose, and voice with only one or two lapses at most. The target audience for each piece is generally appropriate or consistent. The purpose is stated and fulfilled, and the voice contributes to fulfilling the purpose.	The writer has not made apt decisions in terms of audience, purpose, and voice, or there are several lapses. The target audience for more than one piece is inappropriate or inconsistent; the purpose is difficult to determine or sometimes unfulfilled; the voice may or may not match up to the purpose.

Compiled Projects: Understanding of Genres	Each of the three project entries illustrates a command of the intended genre and/or fulfills the criteria for the original assignment. For each genre represented, the writer has explicitly and implicitly demonstrated the features of the genre and has used those features to good effect. (For example, in analyzing a film or song, the writer has referenced a few specific techniques used by the filmmaker or musician.)	Of the three project entries, at least one is very successful in illustrating a command of the intended genre or the criteria for the assignment; the other two entries may be on target but less polished. The features of each genre are present but are not manipulated to the best effect. (For example, in analyzing a film or song, the writer has referred to specific techniques of the filmmaker or musician but only in inaccurate or confusing ways, resulting in mixed success for the analysis.)	Only one of the three project entries illustrates a command of the intended genre, or the criteria for the original assignment are fulfilled in only one entry. The writer has misunderstood or misrepresented key features of two of the three assigned genres.
Compiled Projects: Conventions and Craft	The reader can easily follow the writer's implementation of MLA or APA format. There are minimal errors in usage, grammar, punctuation, or mechanics, but none of these errors impede meaning.	The reader may have one or two questions about documentation. There are a few errors in usage, grammar, punctuation, or mechanics that may impede meaning.	The reader has a number of questions about sources or documentation; there are a number of errors in usage, grammar, punctuation, or mechanics that impede meaning.
Final Handwritten Essay	The essay shows excellent insight into the writer's individual writing process in the context of the prompt. The piece serves as a fitting conclusion to the portfolio. The piece is highly legible and contains plenty of substance, indicating that meaningful thought was put into it.	The essay shows some good insight into the writer's individual writing process, with a limited connection to the prompt. The piece serves as a decent conclusion to the portfolio. The piece is legible and contains enough substance to suggest that some meaningful thought was put into it.	The essay shows little insight (if any) into the writer's individual writing process. The essay responds to the prompt in minor ways, or it does not relate at all to the prompt. The piece fails to serve as a conclusion to the portfolio. The piece is illegible in some places and/or lacking in substance.