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Self Assessment Exercise

Using a Rubric to Self Score

**Instructions:** *This rubric has six parts. For each part, read the bulleted descriptions and assign yourself an appropriate number, 5,3, or 1, by circling that cluster. Then underline any specific statements that apply to your essay. In the end, you can tally your points out of 30. You can also use this rubric to revise your essay. It will help you see where you should focus your revising efforts.*

**Part 1--IDEAS AND CONTENT (What's the Point?)**

**5-Paper - Focused and Detailed**

- My paper is clear and rich in details.
- My ideas are fresh.
- I show knowledge, experience, or insight.
- My quality details go beyond the obvious or predictable.
- My writing has purpose, makes a point, or tells a story.
- Every piece adds something to the whole.
- I have a clear and specific thesis that expresses my topic and reason the essay is meaningful.

**3-Paper - Beginning to define topic, but still pretty basic.**

- It's easy to see where I'm headed, but there are gaps.
- My ideas are clear, but I need to get specific.
- I don't go far enough to make my point.
- Some of my details are original, but some are predictable.
- Thesis is present but lacks a little clarity or meaningfulness.

**1- Paper - My paper has no clear purpose or central theme.**

- Yikes! What's my topic?
- Information is limited or unclear.
- I repeat myself! Totally random!
- It's hard to figure out what's important here.
- I have no thesis or my thesis needs a lot of work.

**Part 2-WORD CHOICE (Showing!)**

**5-Paper - Extremely Clear, Visual, and Accurate**

- I picked just the right words for just the right places.
- All the words in my paper fit. Each one seems just right.
- My words are colorful, snappy vital, brisk, and fresh. You won't find overdone, vague, or flowery language.
- Look at all my energetic verbs!
- Some of the words and phrases are so vivid that the reader won't be able to forget them.

### **3-Paper - Correct But Not Striking**

- The words in my paper get the message across but don't capture anyone's imagination or attention.
- I used every day words pretty well but I didn't stretch for a new or better way to say things.
- Most of the time the reader will figure out what I mean even if a few words are goofed up.
- Occasionally, I may have gone a bit overboard with words that tried to impress the reader.
- My words aren't real specific. Instead of saying, "The sun went down." I should have said, "The sun sagged into the treetops." Better, juicier details were needed.
- There are as many tired out clichés ("Bright and early", "Quick as a wink") as there are new, fresh and original phrases: "My mother made me feel more special than all her potted plants."

### **1-Paper - Confusing, Misused Words, and Phrases Abound**

- My reader is often asking, "What did you mean by this?"
- A lot of my words and phrases are vague: "We liked to do things," "We were friends and stuff."
- My words don't make pictures yet. "Something neat happened," "It was awesome."
- Some of my words are misapplication - Oops, I mean misused.
- Over and over I used the same words, over and over, and then over and over again until my paper was over.

## **Part 3-SENTENCE FLUENCY/FLOW**

### **5-Paper - Varied and Natural**

- The sentences in my paper are clear and delightful to read aloud.
- Some sentences are long and stretchy, while some are short and snappy.
- It's easy to read my paper aloud, I love the sound.
- Sentence beginnings vary; they show ideas connect.
- You can tell that I have good sentence sense because my paper just flows.
- All excess baggage has been cut. I've economized with words.

### **3-Paper - Routine and Functional**

- Some of my sentences are smooth and natural but other are halting.
- Sentence beginnings are more alike than different.
- I need to add linking words (Therefore...Later... For this reason... When this happened...) to show how sentences connect.
- Some sentences should merge, others need to be cut in two.
- I have used more words than necessary -I still need to trim some deadwood.

### **1-Paper - Needs Work**

- Because there isn't enough sentence sense yet, this paper is difficult to read aloud, even with practice.
- As I read my paper, I have to go back, stop and read over, just to figure out the sentences.
- I'm having a hard time telling where one sentence stops and another begins.
- The sentence patterns in my paper are so repetitive they might put my reader to sleep!
- I have to do quite a bit of oral editing (leaving some words out, putting some others in) just to help the listener get the meaning.

## **Part 4-Organization**

### **5-paper - Clear and Compelling Direction**

- My beginning gets the readers attention and gives clues about what is coming.
- Every detail adds a little more to the main idea or story.
- All my details are in the right place; everything fits like a puzzle.
- I ended at a good spot and didn't drag on too long. I left my reader with something to think about.

### **3-paper - Some Really Smooth Parts, Others Need Work**

- I have a beginning, but it really doesn't grab you or give clues about what is coming.
- Sometimes it is not clear how the details I have used connect to the main idea or story.
- Some of my details are in the right spot, but some should come earlier or later.
- I've lingered too long in the same places, and sped through others.
- I have a conclusion, it just isn't the way I want it yet. I may have gone on too long or just tried to sum up in a ho hum way.

### **1-paper - Not Shaped Yet**

- There isn't really a beginning or ending to my paper. It just kinda takes off..
- I'm confused about how the details fit with the main idea or story.
- My ideas seem scrambled, jumbled, and disconnected. It's confusing.
- Conclusion? Oops. I forgot.

## **Part 5-Voice**

### **5-paper - Really Individual and Powerful**

- I have put my own ideas and analysis into this essay.
- I am considering my audience and writing to that audience.
- I am using appropriate pronouns for this academic essay.
- I write with confidence and sincerity.
- I am using appropriate academic language.
- This essay will engage the reader because of the insight or originality of my writing.

### **3-paper - Individuality Fades In and Out**

- Although readers will understand what I mean, it won't necessarily engage them.
- My writing is right on the edge of being meaningful, interesting, analytical, intriguing, but it's not quite there yet.
- My language is sometimes too informal.
- I occasionally use pronouns inappropriately or unclearly for an academic essay (I, we, you, this< etc.)
- I should consider the knowledge and prior experience of my audience a little more.
- I've done a lot of telling and not enough showing.

### **1-paper - Not Yet Me**

- My language is very informal, as though writing to a friend, and not academic.
- I frequently use pronouns inappropriately
- I fail to consider the knowledge and prior experience of my audience and offer too much/too little summary or explanation.

- My paper is all telling and no showing at all.
- I've held myself back by using general statements like: "It was fun." "She was nice." "I like him a lot."
- My essay is not engaging or meaningful to the reader. Content is very limited and lacks quality ideas.

## **Part 6-PROOFREADING**

### **5-Paper - Mostly Correct**

- There are very few errors in my paper, it wouldn't take long to get this ready to publish.
- I have used capitals correctly.
- Periods, commas, exclamation marks, and quotation marks are in the right places.
- My spelling is accurate.
- Every paragraph is indented to show where a new idea begins.
- My grammar/usage is consistent and shows control.

### **3-Paper - About Halfway Home**

- A number of bothersome mistakes in my paper need to be cleaned up before I am ready to publish.
- Spelling is correct on simple words. It may not always be right on the harder words.
- Most sentences and proper nouns begin with capitals but a few have overlooked.
- Paragraphs are present but not all begin in the right spots.
- A few problems with grammar and punctuation might make a reader stumble or pause now and again.
- My paper reads like a first draft; I was more concerned with getting my ideas down than making sure all the editing was taken care of.

### **1-Paper - Editing Not Under Control Yet**

- It would take a first reading to decode and then a second reading to get the meaning of my paper.
- Spelling error our commun, evin on simpl werdz.
- My paper have errors in punctuation? and grammar that send the reader back two the beginning from a sentence to sort thing out
- I've got caPital lEtters scattered All Over the plaCe or NOT aT all.
- I haven't got the hang of paragraphs yet.  
The truth is, I haven't spent much time editing this paper.