

ENG 107/108 Writing Project Assessment Rubric						
Criteria	Exceeding Expectation (3)	Meeting Expectation (2)	Approaching Expectation (1)	Not Meeting Expectation (0)	Score	
Task Adherence The student work follows the requirements of the writing project (including preparation, research, process documents, drafts, peer feedback, and reflections.)	The student work clearly follows all the requirements of the writing project, and shows strong signs of engagement.	The student work follows most of the requirements of the writing project.	The student work shows the effort to follow the requirements of the writing project.	The student work does not show enough effort to follow the requirements of the writing project.	Score	
Rhetorical Awareness The student work demonstrates an understanding of the rhetorical situation for the writing project (including purpose, audience, writer positioning, and the choice of genre.)	The student work demonstrates a clear understanding of the rhetorical situation for the writing project and responds to it effectively.	The student work demonstrates an understanding of the rhetorical situation for the writing project and responds to it adequately.	The student work shows the effort to understand and address the rhetorical situation for the writing project.	The student work does not show enough effort to understand or respond to the rhetorical situation for the writing project.	Score	
Idea Development The student work demonstrates the ability to identify a viable topic and develop arguments through the use of evidence, persuasive appeals, and details.	The student work clearly demonstrates the ability to identify a viable topic and develop arguments through the use of appropriate forms of evidence, persuasive appeals, and sufficient details.	The student work demonstrates the ability to identify a viable topic and develop arguments through the use of appropriate forms of evidence, persuasive appeals, and sufficient details.	The student work shows the effort to identify a viable topic and develop arguments through the use of evidence, persuasive appeals, and details.	The student work does not show enough effort to identify a viable topic and develop arguments through the use of evidence, persuasive appeals, and sufficient details.	Score	
Organization The student work demonstrates the ability to organize and connect ideas based on the rhetorical situation.	The student work clearly demonstrates the ability to organize and connect ideas effectively based on the rhetorical situation.	The student work demonstrates the ability to organize and connect ideas based on the rhetorical situation.	The student work shows the effort to organize and connect ideas based on the rhetorical situation.	The student work does not show enough effort to organize or connect ideas based on the rhetorical situation.	Score	
Conventions The student work demonstrates the ability to use appropriate convention for the rhetorical situation (e.g., spelling, capitalization, punctuation, and citation format).	The student work clearly demonstrates the ability to use appropriate conventions effectively for the rhetorical situation.	The student work demonstrates the ability to use appropriate conventions for the rhetorical situation.	The student work shows the effort to use appropriate conventions for the rhetorical situation.	The student work does not show enough effort to use appropriate conventions for the rhetorical situation.	Score	
Language Development The student work demonstrates the ability to use words and sentences appropriately, and shows the effort to improve language use by incorporating peer and teacher feedback on language use and by carefully editing and proofreading the drafts.	The student work demonstrates excellence in the ability to use words and sentences effectively (though there may be a few errors that do not obscure meaning), and shows the effort to further improve language use by actively incorporating feedback and by carefully editing and proofreading the drafts.	The student work demonstrates the ability to use words and sentences appropriately (though there may be some errors that obscure meaning), and shows the effort to improve language use by actively incorporating feedback and by editing and proofreading the drafts.	The student work shows the effort to use words and sentences adequately, and to improve language use by incorporating feedback and by editing and proofreading the final draft.	The student work does not show enough effort to use words and sentences appropriately or to improve language use.	Score	
Note Descriptions in this row are general guidelines for selecting different levels of achievement.	Exceeding Expectation (3) means the student work consistently demonstrates a high level of achievement for each category.	Meeting Expectation (2) means the student work demonstrates the ability to meet most of the requirements for each category.	Approaching Expectation (1) means the student work shows concerted efforts to meet the requirements but not meeting some of the requirements for each category.	Not Meeting Expectation (0) means the student work does not demonstrate enough proficiency or effort to meet the requirements for each category.	0	
Writing Project Grade will be assigned as follows: A+ (18-17); A (16-15); A- (14); B+ (13); B (12); B- (11); C+ (10); C (9); D (8-6); E (5-0)						