

From: Introduction to Rubrics. (Stevens & Levi, 2005).

APPENDIX J

PORTLAND STATE UNIVERSITY STUDIES PROGRAM RUBRIC: WRITING

Portland State University University Studies Writing Rubric

Score of 6:

- The student portfolio demonstrates the ability to communicate clearly for a variety of purposes and diverse audiences.
 - The portfolio shows the mark of the writer's own labor, critical judgment, and rhetorical shaping.
 - It is marked by lucid and orderly thinking, substantial depth, fullness and complexity of thought.
 - It articulates metacognition on the writer's part: analysis of learning strategies, revision techniques, and improvement in writing skills.
 - It evidences control of diction, syntactic variety, and usage.
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Score of 5:

- The student portfolio reveals the ability to communicate for a variety of purposes and diverse audiences.
 - The portfolio satisfactorily shows the mark of the writer's own labor, critical judgment, and rhetorical shaping.
 - The main ideas are well supported with a fair degree of specificity.
 - Organization reveals clarity of thought and paragraphs are coherent units.
 - The writing is largely free of errors in mechanics, usage, and sentence structure.
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Score of 4:

- The portfolio does come to terms with the basic tasks of the assignments, but overall it executes the assignments less completely or less systematically than a 6 or 5 portfolio.
- There is no serious weakness in organization. Though there may be some disjointedness and lack of focus, the reader can move with relative ease through the discourse.
- Generalizations are usually supported, though some detail may be lacking or irrelevant.
- The portfolio contains some errors in sentence structure and mechanics but not to the point of distracting the reader from the content.

Score of 3:

- The student portfolio shows difficulty in managing the tasks of the assignment.
 - There is likely to be either a weakness in analytical thinking or lack of development of key ideas.
 - The portfolio marginally demonstrates the ability to communicate for a variety of purposes.
 - Errors in sentence structure, usage, and mechanics do interfere with readability.
 - Overall, the portfolio shows some metacognition of the student's part, but there is lack of clarity and depth about revising and the writing process.
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Score of 2:

- The portfolio does not come to terms with the assignment.
 - There is little development of ideas, and the reader finds it difficult to follow from one point to the next.
 - Writing tasks may be ignored or badly mishandled.
 - There may be serious errors in reasoning.
 - There may be serious and frequent errors in sentence structure, usage, and mechanics.
 - Overall, the portfolio reveals an inability to communicate successfully.
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Score of 1:

- The portfolio reveals a combination of rhetorical problems from conceptual confusion, disorganization, and a basic inability to handle language.

(2)