

## H3J Writing Workshop Portfolio Rubric

*Instructions: Please use the component of the Writing Workshop Portfolio to assess the student's progress using the criteria below. You should assess the student twice: first for their development as a writer as demonstrated in the portfolio, and second for their ability to write college-level final drafts. The outcome of this rubric should guide the student's final grade for the Writing Workshop course.*

*Note: Instructors and students should review these criteria at the beginning of the course so that they will both have a common language and set of expectations on which to assess (and self-assess, on the students' part) during and at the end of the term.*

### I. Student Development and Planning

*Assess this section of the rubric based upon the Portfolio Essay, the extent of revision in the writing projects included in the Portfolio, and any additional reflection the student provides on writing samples, writing projects, self-assessments, or grammar exercises*

*Scale:*

*3 = student is **proficient** at self-assessing and managing this aspect of the writing process;*

*2 = student is **competent** at self-assessing and managing this aspect of the writing process;*

*1 = student self-assesses and manages this aspect of the writing process at a novice level and **could use more practice***

Student can give a realistic and detailed assessment of his or her own writing	3	2	1	Insufficient Evidence
Student can identify specific strengths in his or her writing and writing process and knows how to leverage these strengths	3	2	1	Insufficient Evidence
Student can identify specific weaknesses in his or her writing and writing process and has strategies for addressing these weaknesses	3	2	1	Insufficient Evidence
Student offers an explanation of where and how the student intends to seek out ongoing help with his or her writing	3	2	1	Insufficient Evidence
Student offers goals for future writing accomplishments	3	2	1	Insufficient Evidence
<b>Overall Rating: Student can assess his or her own writing and address areas of weakness</b>	3	2	1	Insufficient Evidence
<b>Overall Rating: Student has presented a concrete plan for continuous, ongoing improvement of writing</b>	3	2	1	Insufficient Evidence
<b>Recommendation based on Student Development</b>	<b>Pass</b>	<b>Pass</b>	<b>Fail</b>	<b>Fail</b>

### II. Writing Development and College-level Final Drafts

*Assess this section of the rubric based on final drafts of the Portfolio Essay and writing projects. If the student has not yet completed Academic Writing for Adults, consider how well-prepared this student is now to succeed in that course.*

*Scale:*

*3 = **exceeds** expectations for college-level writing;*

*2 = **meets** expectations for college-level writing;*

*1 = **does not yet meet** expectations for college-level writing and **could use more practice***

Final drafts contain a clear thesis, central point or	3	2	1	N/A
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dominant impression				
Final drafts demonstrate consistent organization and logical development, although they may exhibit occasional organizational or argumentative weaknesses	3	2	1	N/A
Final drafts make provision of evidence with examples and/or supportive details that relate to the essay's overall point, although all claims may not be fully supported	3	2	1	N/A
Final drafts utilize vocabulary, sentence and paragraph structures that are generally accurate – grammar and punctuation errors, though present, do not disrupt reading or inhibit clarity	3	2	1	N/A
<b>Overall Rating: Final drafts of all essays meet or exceed expectations for student writing at the college-level</b>	3	2	1	N/A
<b>Recommendation based on Writing Development and quality of final drafts</b>	<b>Pass</b>	<b>Pass</b>	<b>Fail</b>	<b>Fail</b>

**Writing Workshop Grade: \_\_\_\_\_**

*Note: If the student has earned a recommendation of "Pass" based upon their progress in the course (section I), but still fails to write college-level final drafts (section II), the student should not pass the Writing Workshop course.*

*Portfolio Feedback to the student (indicate whether student should look for feedback in the portfolio document as well):*