First-Year Writing ePortfolio Rubric

Your ePortfolio must be in Microsoft Word or a pdf; it should demonstrate you have mastered course learning objectives, and all prose should demonstrate readable, effective Standard Written English (SWE).

Writer’s Biography (5%)
The About page of the student’s ePortfolio should:
- Inform the audience of who the student is and/or his or her experiences with and feelings about writing.
- Inform the reader of how the student thinks writing will factor into his or her career in the future.
- Appropriately and consistently use either first or third person perspective.
- Use an academic tone; be 2-3 paragraphs long.
- Be designed as an About blurb for a webpage rather than as an academic essay.

Reflective Essay and Introduction to Portfolio (15%)
The essay should:
- Effectively evaluate and explain the student’s writing processes.
- Explain their engagement with collaborative writing, including group projects, constructive criticism, incorporating feedback, and using writing to learn.
- Demonstrate awareness of common writing strategies based on named processes, such as revision, peer review, drafting.
- Use appropriate, specific examples using first person pronouns.
- Explain and justify the student’s selection of all seven portfolio artifacts.

Rhetorical Reading Response (20%)
This response must be on one of the required essays and should demonstrate that the student can:
- read critically, rhetorically, and for various purposes
- summarize responsibly and incorporate others’ positions responsibly into one’s own work
- compare and contrast various genres, including essays (academic and popular), literature reviews, annotated bibliographies, proposals, blogs, websites, and reports
- distinguish types of evidence used in essays (i.e. anecdotes, logical reasoning, studies, reports, statistics, interviews, academic or popular essays, etc.)
- follow the format of the Rhetorical Reading Response

Paragraph 1
- Sentence 1 should name the author, genre, and title of the text; list its publication date in parentheses; and use an active verb to summarize the text’s main idea/thesis (in the student’s own words).
- Sentence 2 should explain how the text develops and supports the thesis from the beginning to the end (in the student’s own words).
- Sentence 3 should name the text’s purpose, followed by an “in order to” (or similar) phrase that explains the text’s overall goal (in the student's own words).
- Sentence 4 should name the text's target audience and/or the relationship the author establishes with the audience (in the student’s own words).
Paragraph 2
- Paragraph 2 should describe the student’s intellectual and/or emotional response to the text. The student should use examples from the text and/or his/her life experiences to support his or her opinions.

Paragraph 3
- Paragraph 3 should begin with a thesis that discusses relevant rhetorical strategies used by the author to convey meaning, or the overall meaning of the text. This can take the form of an evaluation of the text’s argument.
- The rest of paragraph 3 should offer support for the student’s interpretive claim by analyzing the text—identifying relevant logic, organization, strategies, sentences, and/or word choices, and explaining how they affect the meaning of the text.
- The student’s support should include accurate summaries, paraphrases, and quotations of the text, with in-text citations following appropriate MLA conventions.

Works Cited
- There should be a Works Cited entry, listing the text in MLA format, at the beginning or end. If the selection comes from Connections, the text should be cited as a work in an anthology.

Artifact that Demonstrates Writing Process and Revision (10%)
This section should:
- include a 75-word explanation demonstrates that students can evaluate and engage in writing as a process
- demonstrate that students can engage in recursive pre-writing, drafting, and revising activities
- demonstrate that students can evaluate and reflect on their writing processes
- demonstrate that students can use CSU standard software load (MS Office Professional) to effectively draft, revise, and edit papers
- Show evidence of the student’s writing process and revision in at least two progressive stages.

Example of Peer Revision (10%)
This artifact must consist of a draft written by a peer of the student, with markups and/or comments written by the student. Students may also submit a peer review sheet, letter, etc. that demonstrates substantive feedback. The feedback should:
- Demonstrate constructive feedback to peers’ papers
- Identify areas of the draft that need improvement at all levels, from global to local.
- Identify specific aspects of the draft that are successful, as well as aspects that need work.
- Provide constructive suggestions for subsequent drafts.

Revised Papers from 1101 and 1102 (40%; 20% each)
These papers should demonstrate that students can:

Content and Purpose
- write papers with a clearly developed thesis and support designed to address the exigencies of various contexts and audiences

Development
- summarize and incorporate others’ positions responsibly into one’s own work
- summarize, analyze, and address a set of positions on issue/debate/topic
- synthesize multiple sources
- write effective, organized, readable essays drawing on multiple sources, both print and digital
- develop your own argument about an issue rather than relying on a source’s argument and/or organizational structure
- summarize, paraphrase, and quote sources ethically and effectively to support claims
- introduce borrowed material into papers using rhetorically effective verbs and signal phrases
- learn from other perspectives, and incorporate these responsibly and respectfully into one’s own work

**Organization**
- organize papers effectively
- use effective transitions used between sentences and paragraphs.

**Style and Format**
- maintain a readable and rhetorically effective style that incorporates varied sentence structure and precise word choice.
- use MLA formatting and citations for both short, in-text quotations and longer block quotations.
- follow MLA format and conventions of academic essays.

**Grammar and Mechanics**
- practice grammatical revision to produce readable, effective Standard Written English (SWE)

**Incidentals that Don’t Affect your Grade:**
- Whether or not you have page breaks between papers.
- Gutters that remain in whole document because they are inserted in the Peer Review document. (Try: Snipping Tool and copy and paste).
- If both papers are from 1102.
- The font you use to head the different pieces of the portfolio, as long as it’s clear and readable.
First-Year Writing ePortfolio Rubric: Grading Scale

<table>
<thead>
<tr>
<th>Qualitative scale</th>
<th>Approximate Letter Grade</th>
<th>Numerical Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exemplary</strong></td>
<td>A+</td>
<td>100</td>
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<tr>
<td>Meets every objective at the highest level.</td>
<td>A</td>
<td>95</td>
</tr>
<tr>
<td><strong>Mature</strong></td>
<td>A-</td>
<td>92</td>
</tr>
<tr>
<td>Meets all objectives, most of which are at a high level.</td>
<td>B+</td>
<td>88</td>
</tr>
<tr>
<td><strong>Competent</strong></td>
<td>B</td>
<td>85</td>
</tr>
<tr>
<td>Meets all objectives at an acceptable level.</td>
<td>B-</td>
<td>82</td>
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<tr>
<td></td>
<td>C</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>C-</td>
<td>72</td>
</tr>
<tr>
<td><strong>Developing</strong></td>
<td>D+</td>
<td>68</td>
</tr>
<tr>
<td>Inconsistently meets some of the objectives, or does not address a few objectives.</td>
<td>D</td>
<td>65</td>
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<tr>
<td></td>
<td>D-</td>
<td>62</td>
</tr>
<tr>
<td><strong>Basic</strong></td>
<td>F</td>
<td>50</td>
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<tr>
<td>Inconsistently meets most of the objectives or clearly does not address most of the objectives.</td>
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<tr>
<td><strong>Non-proficient</strong></td>
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<tr>
<td>Meets none of the objectives.</td>
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<tr>
<td><strong>Missing</strong></td>
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