

Rubric to Evaluate the Primary Traits of a Composition

Purpose

The *Rubric to Evaluate the Primary Traits of a Composition* is an assessment instrument to evaluate the different traits that should be included in a composition. The purpose of this instrument is to quantify the domain level of the student in relationship with the elements of a written document. According to that level, the evaluator could make recommendations to the student in a way he or she can improve his or her writing skills. In addition, the instrument is useful as a reference guide to determine which writing components need to be emphasized or reinforced in class. Moreover, the results of this instrument will provide a starting point for discussions among colleagues relating to the teaching-learning process, in and out the classroom and the aid labs available on campus for the student. The results obtained on the evaluation of the different written documents at the beginning, middle and the end of the academic term will be compared to observe the progress of the student.

Instructions

Evaluate each trait of a composition in the rubric in terms of the student's written document, which at this time should be accompanied by the instrument. (Your responses will be different if you consider other written documents of the student.)

Please, evaluate each trait of a composition presented on the following instrument. First, determine which criteria adjusts better to the evaluation of each trait, then assign a score according to the level presented.

STUDENT		DATE	
COURSE		SECTION	
TOPIC			
READER			

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CONTENT

CRITERIA	LEVEL	SCORE
<p><i>Excellent to Very Good</i> The document is relevant to the assigned topic, substantive, and knowledgeable, with thorough development of thesis.</p>	30-27	
<p><i>Good to Average</i> The document has an adequate range, but the development of thesis is limited. It shows some knowledge of subject, and is mostly relevant to the assigned topic, but lacks detail.</p>	26-22	
<p><i>Fair to Poor</i> The document has inadequate development of topic. It shows limited knowledge of subject, and little substance.</p>	21-17	
<p><i>Very poor</i> The document is non-substantive and not pertinent. It does not show knowledge of subject.</p>	16-13	

COMMENTS

ORGANIZATION

CRITERIA	LEVEL	SCORE
<p><i>Excellent to Very Good</i> The document's ideas are clearly stated and/or supported. It has fluent expression, with logical sequencing. It is succinct, well organized, and cohesive.</p>	20-18	
<p><i>Good to Average</i> The document is somewhat irregular, with loosely organization, although main ideas stand out. It has limited support, and logical but incomplete sequencing.</p>	17-14	
<p><i>Fair to Poor</i> The document is non-fluent, with confusing or disconnected ideas. It lacks of logical sequencing and development.</p>	13-10	
<p><i>Very poor</i> The document has no organization and it does not communicate.</p>	9-7	

COMMENTS

VOCABULARY

CRITERIA	LEVEL	SCORE
<p><i>Excellent to Very Good</i> The document shows sophisticated range with effective word and/or idiom form, choice and usage. It shows word form mastery and an appropriate register.</p>	20-18	
<p><i>Good to Average</i> The document shows adequate range, with occasional errors of word and/or idiom form, choice, and usage but meaning not obscured.</p>	17-14	
<p><i>Fair to Poor</i> The document shows limited range with frequent errors of word and/or idiom form, choice, and usage. Its meaning is confused or obscured.</p>	13-10	
<p><i>Very poor</i> The document is essentially a translation. It shows little knowledge of English vocabulary, idioms, and word form.</p>	9-7	

COMMENTS

LANGUAGE USE

CRITERIA	LEVEL	SCORE
<p><i>Excellent to Very Good</i> The document has effective complex constructions with few errors of agreement, tense, number, word order and/or function, articles, pronouns, and prepositions.</p>	25-22	
<p><i>Good to Average</i> The document has effective but simple constructions with minor problems in complex constructions. It shows several errors of agreement, tense, number, word order and/or function, articles, pronouns, and prepositions but meaning seldom obscured.</p>	21-18	
<p><i>Fair to Poor</i> The document shows major problems in simple and/or complex constructions with frequent errors of negation, agreement, tense, number, word order and/or function, articles, pronouns, prepositions and/or fragments, run-ons, and deletions. Its meaning is confused or obscured.</p>	17-11	
<p><i>Very poor</i> The document shows virtually no mastery of sentence construction rules. It is dominated by errors, and does not communicate.</p>	10-5	

COMMENTS

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MECHANICS

CRITERIA	LEVEL	SCORE
<p><i>Excellent to Very Good</i> The document demonstrates mastery of conventions with few errors of spelling, punctuation, capitalization, and paragraphing.</p>	5	
<p><i>Good to Average</i> The document has occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured.</p>	4	
<p><i>Fair to Poor</i> The document has frequent errors of spelling, punctuation, capitalization, and paragraphing, with poor handwriting. Its meaning is confused or obscured.</p>	3	
<p><i>Very poor</i> The document shows no mastery of conventions, and is dominated by errors of spelling, punctuation, capitalization, and paragraphing. Its handwriting is illegible.</p>	2	

COMMENTS

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SCORE SUMMARY

	CONTENT	<input style="width: 90%; height: 20px;" type="text"/>
	ORGANIZATION	<input style="width: 90%; height: 20px;" type="text"/>
	VOCABULARY	<input style="width: 90%; height: 20px;" type="text"/>
	LANGUAGE USE	<input style="width: 90%; height: 20px;" type="text"/>
	MECHANICS	<input style="width: 90%; height: 20px;" type="text"/>
ADDITIONAL COMMENTS	TOTAL	<input style="width: 90%; height: 20px;" type="text"/>

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