

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			

TRAIT	CRITERIA	LEVEL	SCORE	COMMENTS
CONTENT	<i>Excellent to Very Good</i> The document is substantial and conversant. It is pertinent to the topic used in the discussion, and thesis is developed in a well-structured manner.	30-27		
	<i>Good to Average</i> The document has an acceptable assortment, but thesis is not completely developed. It shows some comprehension of the subject, but content requires more detail.	26-22		
	<i>Fair to Poor</i> Document's topic is scarcely developed. The document insufficient understanding of the assigned topic and lacks of substantiality.	21-17		
	<i>Very poor</i> The document is not relevant and ideas are not substantial. It shows no expertise on subject.	16-1		
ORGANIZATION	<i>Excellent to Very Good</i> The document's ideas are clear and substantial. It has eloquent expression and ideas are expressed in a coherent manner. Document is concise, efficient and consistent.	20-18		
	<i>Good to Average</i> The document is uneven with inaccurate organization, although main ideas are notable. It is not as consistent as it should be, and its sequence is incomplete, but reasonable.	17-14		
	<i>Fair to Poor</i> The document is hesitant with unclear and disengaged ideas. It has incoherent sequence and development.	13-10		
	<i>Very poor</i> The document lacks of well-structured organization, and its message is unclear.	9-1		
VOCABULARY	<i>Excellent to Very Good</i> The document shows advanced assortment in choice, usage and form of words, and the dialect utilized. It shows dominance in word form and appropriate communication.	20-18		
	<i>Good to Average</i> The document shows sufficient range, with some errors in word and/or dialect usage, choice and form, but meaning is acknowledged.	17-14		
	<i>Fair to Poor</i> The document shows limited assembly with frequent errors in word and/or dialect usage, choice, and form. Its meanings are confused or obscured.	13-10		
	<i>Very poor</i> The document is fundamentally a translation and/or paraphrased. It shows little comprehension for the English vocabulary, dialect, and word usage.	9-1		
LANGUAGE USE	<i>Excellent to Very Good</i> The document has effective sophisticated interpretations with few errors of agreement, tense, number, word sequence and/or purpose, articles, pronouns, and prepositions.	25-22		
	<i>Good to Average</i> The document has effective but simple interpretation with few problems in advanced constructions. It shows some errors of agreement, tense, number, word sequence and/or purpose, articles, pronouns, and prepositions but meaning is rarely obscured.	21-18		
	<i>Fair to Poor</i> The document shows problems in simple and/or advanced constructions with frequent errors of negation, agreement, tense, number, word sequence and/or purpose, articles, pronouns, prepositions and/or fragments, run-ons, and deletion. Its meaning is unclear, and difficult to understand.	17-11		
	<i>Very poor</i> The document shows no dominance of sentence-structure rules. It is full of errors, and is incomprehensible.	10-1		
MECHANICS	<i>Excellent to Very Good</i> The document shows dominance of conventions with slight errors of spelling, punctuation, capitalization, and paragraphing.	5		
	<i>Good to Average</i> The document has few errors of spelling, punctuation, capitalization, and paragraphing; but meaning is comprehensible.	4		
	<i>Fair to Poor</i> The document shows recurrent errors in spelling, punctuation, capitalization, and paragraphing. Message is not clear and vague, and handwriting is deficient.	3		
	<i>Very poor</i> The document has no mastery of conventions. Errors of spelling, punctuation, capitalization, and paragraphing are frequent. Its handwriting is indecipherable.	2-1		
ADDITIONAL COMMENTS		TOTAL		