

Writing Assessment Form
(Freshman Folder Assessment)
(Writing Proficiency Portfolio)

Student Name/Number _____

| | Excellent | | Average | | Weak |
|--|--|---|--|---|--|
| Clarity of Purpose Clear purpose, audience awareness | 5 | 4 | 3 | 2 | 1 |
| | Positions are clear; thesis / intent is obvious; complexities and various viewpoints are addressed. Clear sense of audience. | | Positions are evident, thesis / intent is evident; and some attempt is made to accommodate various viewpoints. Somewhat aware of audience. | | Lacks position on topics; thesis / intent is unclear superficial; little to no addressing of various audiences. |
| Quality of thought Recognition / examination of complex ideas Use of credible and logical support | 5 | 4 | 3 | 2 | 1 |
| | Unified and strong control of content; Opinions and claims are well-supported; Ample evidence. | | Generally unified; ideas are balanced, opinions and claims are adequately supported. | | Little evidence of control of ideas; ideas are not supported, or Support is cliché / sloganeering. |
| Organization of Content Arrangement, unity, and coherence | 5 | 4 | 3 | 2 | 1 |
| | Ideas are well connected through structural and linguistic transitions; structure complements and completes content. | | Some evidence of structural and linguistic transitions; structure is generally adequate for the content. | | Overall unity and coherence are flawed; parts are poorly connected, and there is little evidence of planning or organization. |
| Synthesis and Integration of Sources | 5 | 4 | 3 | 2 | 1 |
| | Sources are presented clearly and concisely so as to examine, compare, and evaluate various claims, finding, and arguments. | | Some attempt at synthesis; some acknowledgements of diverse perspectives. | | A single source dominates discussion; overly reliant on direct quotation; no integration of writer's points with source. |
| Attribution and Documentation Clear attribution and accurate documentation | 5 | 4 | 3 | 2 | 1 |
| | Readers can clearly identify purposeful use of sources and can track source material. Each source is clearly identified in text and in works cited/ references. Formatting is correct. | | Generally readers can track source material. Mixed use of citations in text and works cited. Formatting is flawed. Documentation varies. | | Impossible to distinguish writer's text from source material. No citation though obvious use of sources. Disregard for conventional formatting |
| Language and Style Vocabulary, levels of diction, syntax | 5 | 4 | 3 | 2 | 1 |
| | Diction and syntax are well-chosen to express ideas; no redundancies. | | Acceptable language, although somewhat limited in vocabulary and syntactic fluency. | | Language errors and limited choices in syntactical forms. Language limits and distracts from expression of ideas. |
| Grammar and Usage Grammar, usage, punctuation, spelling | 5 | 4 | 3 | 2 | 1 |
| | Grammatical structures are well-chosen; no errors distract from meaning. | | Grammatical structures carry the meaning forward, although readers notice occasional error(s). | | Grammar errors are so obtrusive that readers are seriously distracted by them. |

Comments:

Reader's initials _____

(Revised 4/10)