

### Portfolio Grading Standards EWRT 100B

	<b>Ideas</b>	<b>Organization</b>	<b>Development</b>	<b>Style</b>	<b>Mechanics</b>
<b>Strong</b>	<p>Demonstrates clear understanding of readings and essay topics</p> <p>Awareness of audience and purpose</p> <p>Evidence of ability to think critically</p>	<p>Controlling central idea and overall cohesive structure in each essay</p> <p>Clear sequential relationship between supporting ideas and central argument/controlling idea.</p> <p>Focused, cohesive paragraphs</p>	<p>Relevant examples with clear explanations of what the examples demonstrate</p> <p>Explanations in body paragraphs are clearly linked to controlling idea of essay</p> <p>Examples include detailed support</p> <p>Across the portfolio, essays use several rhetorical strategies well (beyond narrative, description, and summary) to develop supporting points</p> <p>Evidence of analytical skills</p>	<p>Sentence variety</p> <p>Sense of voice and control of tone</p> <p>Effective vocabulary</p>	<p>Fluency and control of sentence construction</p> <p>Almost no syntactic, grammatical, and spelling errors</p>
<b>Adequate</b>	<p>Demonstrates basic understanding of readings and essay topics</p> <p>Shows some awareness of audience and purpose</p> <p>Evidence of developing ability to think critically</p>	<p>Controlling central idea and generally cohesive structure in each essay</p> <p>Generally clear sequential relationship between supporting ideas and central argument/controlling idea.</p> <p>Generally focused, cohesive paragraphs</p>	<p>Mainly relevant examples with clear explanations of what the examples demonstrate</p> <p>Explanations in body paragraphs are usually linked to controlling idea of essay</p> <p>Most examples include specific details</p> <p>Across the portfolio, essays use several rhetorical strategies (beyond narrative, description, and summary) to develop supporting points</p> <p>Some evidence of analytical skills</p> <p>Some evidence of critical thinking beyond narrative and description</p>	<p>Some sentence variety</p> <p>Emerging sense of voice and emerging control of tone</p> <p>Usually effective vocabulary</p>	<p>General fluency and control of sentence construction</p> <p>Minimal syntactic, grammatical, and spelling errors</p>

<p>Not Yet Ready for EWRT 1A</p>	<p>May show some understanding of readings and essay topics As yet, awareness of audience and purpose is limited Shows occasional evidence of ability to think critically</p>	<p>Some essays may contain a central focus and overall cohesive structure Uneven relationship between supporting ideas and central argument/controlling idea Some paragraphs cohere and are focused</p>	<p>Some relevant examples with occasional or limited explanations of what the examples demonstrate Explanations in body paragraphs are sometimes linked to the controlling idea of the essay Some examples include a few specific details Essays rely on summary, narrative and/or description for development</p>	<p>Occasional sentence variety Some effective vocabulary</p>	<p>As yet, limited fluency and control of sentence construction As yet, frequent syntactical, grammar, and/or spelling errors</p>
<p>Needs significant work before being ready for EWRT 1A</p>	<p>Limited understanding of readings and essay topics Slight sense of audience and purpose</p>	<p>Few essays contain a clear central focus Slight relationship between supporting ideas and a central argument or controlling idea Few paragraphs cohere and are focused</p>	<p>Few examples and explanations of what the examples demonstrate Few explanations are linked to a controlling idea Examples occasionally include details Essays are mainly developed through narrative, summary, and/or description</p>	<p>Most sentences are very basic As yet, limited vocabulary</p>	<p>Little fluency and control of sentence construction As yet, a pattern of numerous syntactical, grammar, and/or spelling errors</p>