

Grading Rubric

Please note that, in the interest of offering students practice in proofreading and editing their own work, comments offered through reproductions of the forms below are general in nature. That is, they identify systematic problems and make broad suggestions rather than making line-by-line corrections.

Per course policy, assessment of the assignment is done according to performance in several categories, named and described below. Each category is weighted with a number of steps' change to the basic grade of C. To accord with Program policy, the statement of purpose and goals are assessed as specific units. The Infographic score will be calculated with 15% of its weight coming from the statement; the remaining 85% derives from the actual infographic.

Statement of Goals and Purposes		
Category	Comments	Steps Yes/No
Assignment Guidelines Met	•	+0/-3
Subject and Context Clear and Appropriate	•	+2/-1
Source Selection Clear and Appropriate	•	+2/-1
Infographic Choices Clear and Appropriate	•	+2/-1
Formatting Correct	•	+0/-1
Mechanics Correct	•	+0/-1
Engagement Developed	•	+1/+0
Statement Score		
Infographic		
Category	Comments	Steps Yes/No
Assignment Guidelines Met	•	+0/-3
Alignment Appropriate	•	+1/+0
Balance Appropriate	•	+1/-1
Consistency Maintained	•	+1/-1
Contrast Appropriate	•	+1/-1
Grouping Appropriate	•	+1/-1
Information Appropriate	•	+1/-2
Mechanics Correct	•	+0/-1
Engagement Developed	•	+1/+0
Infographic Score		
Overall Score (15% Statement, 85% Infographic)		
Overall Comments		

Statement of Goals and Purposes

- Assignment Guidelines Met—Is the statement within the assigned range of word count (500 words, +/- 25)?
- Subject and Context Clear and Appropriate—Is the subject being treated by the project made clear to the identified primary readership?
- Source Selection Clear and Appropriate—Is the methodology leading to the selection of the sources deployed in the infographic expressed clearly and in a way accessible to the primary identified readership? Is it a reasonably responsible method of sourcing?

- **Infographic Choices Clear and Appropriate**—Is the explanation of the decisions made about the infographic expressed clearly and in a way accessible to the primary identified readership? Is it a sensible explanation?
- **Formatting Correct**—Is the text of the statement double-spaced on letter-size sheets with one-inch margins on all sides; in 12-point Times New Roman, Garamond, or Georgia type; with page numbers in the upper right corner of the page, with the student's surname preceding the number; with page numbers and surnames in the same typeface as the rest of the document; with heading and title placed appropriately; and with text aligned fittingly?
- **Mechanics Correct**—In terms of usage, does the text conform to standards promulgated by the MLA and discussed during class time? Does it maintain a level of diction appropriate to its authorship and its intended audience?
- **Engagement Developed**—As a sort of extra-credit component, does the statement offer some particularly engaging or poignant element unusual or exceptional in a work of first-year composition? Does it avoid cliché and trite phrasing? Does it stake out an unusual position or make a solid and reasonable attempt to push the boundaries of the assignment in productive ways?

Infographic

- **Assignment Guidelines Met**—Are a scanned copy of the raw-form infographic and a current, improved version thereof provided, and in the order listed?
- **Alignment Appropriate**—Does the infographic align related information to itself? Does it place items on the page in a manner that eases reading and encourages authentic interpretation thereof? Is a title clear and fittingly prominent?
- **Balance Appropriate**—Does the infographic display a balanced presentation? Is the page weighted to call attention to all parts in tandem with one another?
- **Consistency Maintained**—Does the infographic deploy a consistent design scheme? That is, are color choices, typeface choices, iconography, and other visual features kept in agreement across the document?
- **Contrast Appropriate**—Do the color choices, typeface choices, iconography, and other visual features facilitate reading? Do they allow for easy access to the presented information? Do they minimize eye strain and fatigue?
- **Grouping Appropriate**—Does the infographic keep similar information together? Does it separate information fittingly for ease of reading?
- **Information Appropriate**—Is the data presented on the infographic accurate? Is it presented authentically? Is it documented appropriately?
- **Mechanics Correct**—In terms of usage, does the text on the infographic conform to standards promulgated by the MLA and discussed during class time? Does it maintain a level of diction appropriate to its authorship and its intended audience?
- **Engagement Developed**—As a sort of extra-credit component, does the infographic offer some particularly engaging or poignant element unusual or exceptional in a work of first-year composition? Does it avoid cliché and trite phrasing and visuals? Does it stake out an unusual position or make a solid and reasonable attempt to push the boundaries of the assignment in productive ways?