

Grading Rubric/s

The rubric that appears below will be applied to the Desc RV and FV; grading for the Desc PV is generally holistic, as noted above. Generally, the papers being assessed will be read and a copy of the rubric filled out during the reading; the copy of the rubric will be emailed to the paper-writer as an attachment. Retaining copies of the submitted papers suggests itself as a good idea.

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

Assessment Category	Steps Yes/No
Assigned Guidelines Met?	+0/-3
Relevant Topic Selected?	+1/-1
Dominant Impression Indicated?	+1/-1
Vivid, Focused Sensory Detail Provided?	+2/-1
Dominant Impression Substantiated?	+2/-1
Formatting Correct?	+0/-1
Mechanics Correct?	+0/-1
Engagement Developed?	+1/+0
Total	
Overall Comments	

Descriptions of each category follow.

- Assigned Guidelines Met?—Does the paper appear in .doc, .docx, or .rtf format? Does it provide approximately 975 (+/- 25) words of descriptive prose?
- Relevant Topic Selected?—Does the paper center on a single, specific room with which the writer has direct association and emotional connection?
- Dominant Impression Indicated?—Does the paper foster a single, dominant impression of its topic, whether explicit or implicit? If explicit, is the dominant impression located in the paper in such a way that the presumed primary reader would find it readily and accept its location?
- Vivid, Focused Sensory Detail Provided?—Does the paper provide sufficient sensory detail that the presumed primary reader would be able to gain a clear idea of the room being described? Is it of a sort that the presumed primary reader would be likely to understand?
- Dominant Impression Substantiated?—Does the paper deploy its details in such a way that the presumed primary reader is likely to believe the dominant impression? That is, do the details support the overall sense of the room being described, both in content and in phrasing? Do they move in a reasonable manner for the dominant impression and the presumed primary reader?
- Formatting Correct?—Does the paper appear in double-spaced 12-point Garamond, Georgia, or Times New Roman typeface on letter-sized paper with one-inch margins? Are an appropriate title and heading provided? Are page numbers present, in their appropriate positions, and in the same typeface as the rest of the text?

- Mechanics Correct?—Does the paper adhere to the conventions of edited American English promulgated by the Modern Language Association of America and articulated in course materials? Does it evidence a level of diction and usage accordant with the likely expectations of the presumed primary readership?
- Engagement Developed?—As a sort of extra-credit item, does the paper avoid the use of trite and/or cliché phrasing? Does it offer some unusual perspective? Does it present materials in such a way as stand out favorably against common expectations for first-year college writing?