Self-Evaluation - ABH Rubric

STUDENT ___________________________________________________________      DATE ______________________
WRAC COURSE # ________    SECTION _______    INSTRUCTOR _______________________________________
URL OF ESSAY:  http://www.msu.edu/~______________________________________________________________
ESSAY TITLE: ________________________________________________________________________________________
SPECIFIC ASSIGNMENT: (describe, show URL, or attach Assignment Sheet) ______________________
____________________________________________________________________________________________________
MY (TIGHTLY-FOCUSED) THESIS IS:  _________________________________________________________________
WEIGHT / LEVEL OF ASSIGNMENT:  _________________________________________________________________

PREWrittING:  Describe the kinds of prewriting you have done.  Time spent _______  (hours)
  • thinking about the topic  • heuristic  • clustering
  • discussing with others  • freewriting  • outline
  • journal writing  • worksheet  • other (describe below)

DRAFTING:  How many drafts have you made? ________  (true revisions only)  Time spent _______  (hours)
OUTSIDE                Describe the amount and kinds of advice/help you have received on this paper.
REVIEWERS:    (from instructor, peers, writing center tutor, others)

REVISING: Describe the kinds of revision you have done. (REMEMBER: this is not the same as editing.)
Time spent _______  (hours)

EDITING: What areas of grammar or punctuation did you pay special attention to as you edited this paper?

WHAT SPECIFIC PROBLEMS / SUCCESSES DID YOU HAVE IN THE WRITING PROCESS?

WHAT SPECIFIC RUBRIC AREAS DO YOU FEEL ARE THE STRONGEST IN THIS PAPER?  WHY?

WHAT RUBRIC AREAS DO YOU FEEL ARE THE WEAKEST IN THIS PAPER?  WHY?

WHAT RUBRIC AREAS OF THIS ESSAY WOULD YOU LIKE YOUR READERS TO PAY SPECIAL ATTENTION TO? FOR WHAT REASON/S?
Instructor Evaluation - ABH Rubric

STUDENT ___________________________________________________________     DATE _____________________

WRAC COURSE # _______    SECTION ______    INSTRUCTOR ________________________________________

This essay was submitted as a    _____ rough draft     _____ final draft

Notations in parentheses refer to chapter sections in The Allyn & Bacon Handbook

____ I.  Audience:  This essay clearly demonstrates an awareness of its intended readers.
___ strategy toward audience (3a) ___ point of view:
___ credibility: ___ verb tense (16b)
___ information (3a) ___ pronoun shift (16a)
___ argument (6) __ other
___ tone (3a-4, 16c)

____ II.  Organization/Theme Structure:  This essay has a clear structure appropriate to its thesis and subject.
___ thesis (3d, 33e, 35a) ___ transitions:
___ clarity ___ between paragraphs (5d-3)
___ focus ___ within paragraphs (5d-3)
___ logical organizational pattern (3c, 3d, 3e, 5d-3)
___ unity / coherence: ___ paragraphing (5b, 5g)
___ essay (4b) ___ paragraph (4b, 5a, 5c, 5d)

____ III.  Development:  The various parts of the essay are fully developed.
___ introduction (5f) ___ conclusion (5f)
___ main ideas (3d, 5e) ___ conciseness / unnecessary repetition
___ insufficient use of secondary materials (2) ___ other

____ IV.  Sentence Structure:  The sentences of this essay are generally free of errors and appropriately varied.
___ non-English structures ___ dangling / misplaced modifiers (15)
___ inappropriate fragments (12) ___ inflated / wordy structure (17a, 21b-3, 21h)
___ fused sentences (13) ___ ineffective passive (9g)
___ lack of variety in length/style (20) ___ mixed constructions (16d-16h)
___ unclear sentences (17) ___ problems w/ coordination / subordination (19)
___ non-parallel structure (18) ___ other

____ V.  Word Choice:  The words in this essay are chosen with accuracy and with attention to style.
___ vague / unclear words (21c,d) ___ unclear references
___ clichés (21f) ___ slang / regionalisms / colloquialisms / jargon (21e)
___ idiomatic expressions (21b-2) ___ biased / dehumanizing / sexist words (21g, 10c)
___ content words (21a) ___ other

____ VI.  Grammar/Usage/Mechanics: This essay demonstrates control of conventional usage and mechanics.
___ errors in grammar / usage: ___ errors in spelling / homonyms (23)
___ verb / auxiliary forms (9) ___ accidental word omission / repetition
___ noun - plural / possessive (8, 23e, 27) ___ errors in mechanics:
___ pronoun forms (8) ___ end punctuation (24)
___ adjective forms (11) ___ commas (25)
___ adverb forms (11) ___ comma splice (13)
___ subject / verb agreement (10) ___ apostrophes (27)
___ pronoun-antecedent agreement (10b) ___ contractions (27c)
___ shifts in person & number (16a) ___ hyphens (32)
___ shifts in tense, mood, & voice (16b) ___ semicolons (26)
___ a / an / the (7a-2) ___ colons (29a)
___ other ___ quotation conventions (28)
___ errors in manuscript/webpage form: ___ dashes (29b)
___ MLA documentation (34e, 35g, 36q) ___ capitalization (30a-d)
___ works cited (B2) ___ italics (30 e-g)
___ web/page layout (B2) ___ abbreviations (31a-e)
___ punctuation & spacing (B5) ___ numbers (31f-h)
___ webpage linkage

FINAL EVALUATION _______________