Problem Assessment # 1 of 3

Name:                                          Rubric for Individual Letter

| Criteria | A | B | C | D | F |
|---|---|---|---|---|---|
| Discourse Community: Readers/ Audience | The audience is always clearly considered in the way the text is constructed. | The audience is frequently considered in the way the text is constructed. | The audience is somewhat considered in the way the text is constructed. | The audience is considered little in the way the text is constructed. | The audience is completely ignored in the way the text is constructed. |
| Rhetorical Purpose | The writer's purpose is clearly explained with examples. | Purpose is explained with examples | Purpose is mentioned with some explanation. | Purpose is mentioned with no discussion. | Purpose is not described. |
| Genre | The text is structured as belonging to a certain category with all characteristics appropriate to the genre. | The text is structured as belonging to a certain category with some characteristics appropriate to the genre. | The text is structured as belonging to a certain category with limited characteristics appropriate to the genre. | The text is structured as belonging to a certain category with few characteristics appropriate to the genre. | The text is not structured as belonging to a certain category and has no characteristics appropriate to the genre. |
| Writer's Analysis | Writer's points for analysis are always well explained and always incorporate examples. | Writer's points for analysis are often well explained and often incorporate examples. | Writer's points for analysis are sometimes explained and sometimes incorporate examples. | Writer's points for analysis are mentioned with little explanation examples given. | Writer's points for analysis are not explained and /or no examples are given. |
| Reasons for thesis | Reasons are logical, pertinent, and well-explained. | Reasons are logical, pertinent, and explained. | Reasons are described and explained. | Reasons are described with little explanation. | Reasons are not described or explained. |
| Reasons support. | Sources are integrated to explain & support reasons so they are clear to readers. | Sources are used to explain & support reasons so they are clear to readers. | Sources are used to describe and explain reasons. | Sources are used to describe with little explanation. | Sources are not described or explained. |

| | | | | | |
|---|---|---|---|---|---|
| Conclusion | Recommend-ations are discussed and supported with evidence. | Recommend-ations are discussed with some evidence. | Recommend-ations are discussed. | Recommend-ations are mentioned. | Recommend-ations are not mentioned. |
| Sources: How they are selected | Have been thoroughly analyzed and evaluated for appropriateness for issue and audience. | Have been analyzed and evaluated for appropriateness for issue and audience. | Have been analyzed and evaluated for appropriateness for issue or audience. | Some analysis and evaluation has been done. | Little to no analysis has been done. |
| Sources: Sufficiency | 6 or more sources are used. | 5 or more sources are used. | 4 or more sources are used. | 3 or more sources are used. | 2 or fewer sources are used. |
| The Writer's Voice | The writer's language & style is an exemplary sample of the genre. | The writer's language & style is typical for the genre. | The writer's language & style is appropriate for the genre. | The writer's language & style frequently deviates from the expectations for the genre. | The writer's language & style is inappropriate for the genre. |
| Organization of writing | The introduction: involves readers, gives background, & presents a thesis. The body argues for the thesis with specific examples & explanation. The conclusion evolves out of a logical discussion of the analysis of the evidence. | Intro: gives background, thesis. Body argues for the thesis with examples & explanation. Conclusion effectively ends letter, but with limited discussion of the evidence. | Intro: some background, thesis. Body gives some examples and explanation to justify thesis. Conclusion ends letter, but with no discussion of the evidence. | Intro: little background, thesis is confusing. Body gives some examples or explanation, to justify thesis but not enough for readers to get most points. Conclusion ends letter. | Intro: no background, thesis is incoherent. Body examples do not make sense. Conclusion does not effectively end the letter or is missing. |

| Unity & Coherence | All of the ideas developed in the paragraphs and letter further develop the dominant theme. The letter and paragraphs flow together smoothly with good use of transitions. | Most of the ideas developed in the paragraphs and essay further develop the dominant theme. The essay and paragraphs flow together smoothly with the use of transitions. | Some of the ideas developed in the paragraphs and essay further develop the dominant theme. The essay and paragraphs flow together with some use of transitions. | Many ideas do not help develop the thesis. The letter or paragraphs usually do not flow smoothly because of lack of connecting words or order of ideas is confusing. | Most ideas do not help develop the thesis. The letter or paragraphs do not flow smoothly because of lack of connecting words or order of ideas is confusing. |
|---|---|---|---|---|---|
| Grammar | 1 or fewer errors per page. | 2 or fewer errors per page. | 3 or fewer errors per page. | 4 or fewer errors per page. | More than 5 errors per page. |

Paper Grade: _____

Comments: