Self/Peer Rubric

First Draft: Thursday, February 21, 2018

Final Draft: Tuesday, February 27, 2018

Read and review the rubric scale CAREFULLY, based on the content, design, quality and appearance of your peer’s draft work, then select the category that best fits and discuss why you selected that category. Then answer the rest of the questions also based on the draft.

The following rubric provides guidelines that describe performance completing descriptions.

The basic goals of description follow:

1.Make something that is unfamiliar to the reader's experience understandable.

2.Show, don't just tell.

3.Adapt to the reader's level of knowledge and understanding.

Remember the CLASS system when reviewing the following descriptions: C=completeness, L=literacy, A=attitude, S=strategy, S=style

Category 5

C: Satisfies the basic goals by using clear, attractive words and visuals. The presentation may be exceptional in terms of design and layout.

L: Commits no serious or chronic errors in grammar and usage.

A: Matches the presentation of information to the reader's level of understanding positively and helpfully.

S: Uses appropriate level of details, definitions, analogies, and visuals to satisfy the basic goals.

S: Writes fluently and remains in control; varies sentences to reveal appreciation for rhythm; demonstrates a rich vocabulary.

Category 4

C: Satisfies the basic goals by using clear, attractive words and visuals.

L: Commits no serious or chronic errors in grammar and usage, though an infrequent mistake may appear.

A: Matches the presentation of information to the reader's level of understanding positively and helpfully.

S: Uses appropriate level of details, definitions, analogies, and visuals to satisfy the basic goals.

S: Varies sentences and vocabulary to achieve an engaging style.

Category 3

C: Attempts to satisfy the basic goals but may need development or improved layout.

L: Commits errors in grammar and usage that suggest review of mechanics is necessary.

A: Is positive and helpful, but may either "talk down" to the reader or slight the reader through careless word choice or ineffective presentation.

S: Attempts to use appropriate level of details, definitions, analogies, and visuals to satisfy the basic goals, but may need development in one of these areas.

S: Resorts to a flat, "official" style that shows little variety of sentence structure or vocabulary.

Category 2

C: Fails to satisfy the basic goals.

L: Commits errors in grammar and usage that are serious or frequent enough to distractor confuse the reader.

A: Is insensitive to the reader's level of knowledge.

S: Attempts to use appropriate level of details, definitions, analogies, and visuals to satisfy the basic goals, but may need development in two of these areas.

S: Creates sentence patterns that distract or confuse the reader.

Category 1

C: Fails to satisfy the basic goals.

L: Commits errors in grammar and usage that are serious or frequent enough to distractor confuse the reader.

A: Shows disdain for the reader.

S: Lacks sufficient development of details, definitions, analogies, and visuals.

S: Creates sentence patterns that distract or confuse the reader.

Write your selection on the lines below and explain your reasons for your selection.

1. Does the writer provide

Excellent Good Adequate Sub-Par Non-existent

Comprehension of each component of the rhetorical situation (exigence, design/media, audience, stance, purpose, and genre) based on what he/she has written in their text? Physically highlight evidence for your selection. If your answer is “non-existent, be prepared to discuss why.

1. Does the writer demonstrate an

Excellent Good Adequate Sub-Par Non-Existent

Meeting of the course learning outcomes? (There are ***eight*** course learning outcomes, at least ONE must be met and addressed in some way.)

1. Does this project include at least one suitable, well labeled graphic/illustration? What makes it suitable or unsuitable for this project?

4. Does this project follow the conventions of the technical description genre as outlined in the class powerpoint?

Excellent Good Adequate Sub-Par Non-Existent

Explain why this works or how this can be fixed/adjusted.

1. Does this project follow proper APA conventions as far as in text parenthetical citations, reference page, and APA specific heading, headers, and layout?

Excellent Good Adequate Sub-Par Non-Existent

 Explain why this works or how this can be fixed/adjusted.

1. Has the writer edited their project for structural and grammar errors? (As in, have they proofread?) If not, physically mark areas where errors need to be addressed.