

| | A Excellent Adheres to all of the following components | B Commendable Adheres to most or all of the following components | C Passing May adhere to only one of the following components; some submitted pieces may be stronger than others | D Not passing May adhere to only one or some of the following components; whether it is a D or an F depends on severity, degree and/or number of components involved. |
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| Critical Thinking/Originality | Demonstrates original thinking, strong evidence of critical thinking and analytical skills. | Demonstrates critical thinking, evidence of analytical and skills. | Inconsistent evidence of original or critical thinking. | Little or no evidence of original or critical thinking. No analysis or synthesis. |
| Tone, Style and Diction | Diction, style and tone are consistently appropriate for intended audience. | Diction, style and tone are generally appropriate for intended audience. | Tone, style and diction are adequate for intended audience. | Tone, style and diction are consistently inappropriate for intended audience. |
| Development of thesis and organization | Work is consistently logically developed, with clear transitions and abundant convincing supporting detail. | Work is generally logically developed, with clear transitions and convincing supporting details. | Work is logically developed overall, though there may be some rough transitions. Support may be somewhat general but adequate. | Work may be illogical developed, with missing transitions. Supporting details are unconvincing and/or inadequate. |
| Response to Prompt/Assignment | Work meets or exceeds the requirements of the assignment or prompt. | Work meets the requirements of the prompt or assignment. | Work meets most of the requirements of the prompt or assignment, though some may be under page length or otherwise fall slightly short. | One or more of the writing assignments does not fulfill the requirements of the prompt or assignment. |
| Grammar/Mechanics | Few errors in grammar or mechanics. Sentences are clear and well formed and show variety of length and type. | Some errors in mechanics or grammar. Sentences are clear overall and show some variety of length and type. High level work with ESL syntactical issues can earn this portfolio grade. | Consistent mechanical errors may be present, but the errors do not impair meaning overall. | Poor mechanics and/or grammar make comprehension of ideas difficult. |
| Plagiarism | No evidence of plagiarism in any of the work. | No evidence of plagiarism in any of the work. | Minor, unintentional plagiarism may be present in one or more of the essays. | Evidence of serious and/or blatant plagiarism in one or more of the essays. |

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| Next Level Readiness | Student is well prepared for next level | Student is prepared next level. | Student should be able to succeed at the next level, may need support. | Student will need more help to be ready for the next level. |
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