## Self-Evaluation - ABH Rubric

STUDENT	DATE	
WRAC COURSE # SECTION	N INSTRUCTOR	
URL OF ESSAY: http://www.msu.ed	u/~	
ESSAY TITLE:		
SPECIFIC ASSIGNMENT: (describe, show URL, or attach Assignment Sheet)		
PREWRITING: Describe the kinds of • thinking about the topic • discussing with others • journal writing		
DRAFTING: How many drafts have y	ou made? ( <i>true</i> revisions only) Time spent (hours)	
OUTSIDEDescribe the amount and kinds of advice/help you have received on this paper.REVIEWERS:(from instructor, peers, writing center tutor, others)		
<b>REVISING:</b> Describe the kinds of revis Time spent (hours)	sion you have done. (REMEMBER: this is <i>not</i> the same as editing.)	
EDITING: What areas of grammar or p	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	LARE THE WEAKEST IN THIS PAPER? WHY?	
WHAT RUBRIC AREAS OF THIS ESSA FOR WHAT REASON/S?	AY WOULD YOU LIKE YOUR READERS TO PAY SPECIAL ATTENTION TO?	

Instructor Evaluation - ABH Rubric

STUDE	NT	DATE
WRAC C	COURSE # SECTION INSTRUC	CTOR
This ess	ay was submitted as a rough draft	final draft
Notation	as in parentheses refer to chapter sections in Th	e Allyn & Bacon Handbook
I.	Audience: This essay clearly demonstrates an	
	strategy toward audience (3a)	point of view:
	credibility:	verb tense (16b)
	information (3a) argument (6)	pronoun shift (16a) other
	tone (3a-4, 16c)	
П.	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, 5e	
	unity / coherence:	paragraphing (5b, 5g)
	essay (4b)	
	paragraph (4b, 5a, 5c, 5d)	
Ш.	Development: The various parts of the essay	
	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 es	say 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
	Word Choice: The words in this essay are cho	
	<pre> vague / unclear words (21c,d)</pre>	unclear references
	clichés (21f)	slang / regionalisms / colloquialisms / jargon (21e)
	<pre> idiomatic expressions (21b-2)</pre>	biased / dehumanizing / sexist words (21g, 10c)
	content words (21a)	other
VI.	Grammar/Usage/Mechanics: This essay demo	onstrates 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)
	<pre> subject / verb agreement (10) pronoun-antecedent agreement (10b)</pre>	apostrophes (27) contractions (27c)
	shifts in person & number (16a)	hyphens (32)
	shifts in tense, mood, & voice (16b)	semicolons (26)
	a / an / the (7a-2)	colons (29a)
	u / un / un (/u 2) 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