

Prompts and FINAL Rubric for Fall, 2015
 “Writing Ourselves”
 Funded by Martha Holden Jennings Foundation

Each prompt must include the wording below. These prompts are designed to be on-demand writings, with a 30-minute time limit. Prompt One must be given by September 18. Prompt Two must be given between November 23 and December 4. These prompts are designed to assess #1, 2, & 5 from the KSU Instructor’s manual, p. 15.

Prompt 1 (to be given by September 18)
 You are required to attend school from the time you are five until eighteen years old, and when asked to describe yourself, a typical response may be , "I am a student." Using evidence from your observations, experiences, and or readings, explain how the statement "I am a student" applies to you.

Prompt 2 (to be given between November 23 and December 4)
 Learning is a life-long process that takes place both inside and outside of the classroom. Who you are is a result of those experiences. Using evidence, explain how the statement "I am a learner" applies to you.

Rubric for Jennings Project
 FINAL August 18, 2015

This is the rubric to be used to assess prompt given in September and early December, 2015.

CRITERIA	1	2	3	4	5
Original & Interesting Ideas	missing or a bare beginning; writer not yet showing any control	isolated moments hint at what the writer has in mind	strengths and need for revision are about equal; about half-way	the strengths outweigh the weaknesses; a small amount of revision is	shows thorough control and skill in this trait; many strengths

			home	needed	present
A Clear & Focused Purpose (clear claim)	missing or a bare beginning; writer not yet showing any control	isolated moments hint at what the writer has in mind	strengths and need for revision are about equal; about half-way home	the strengths outweigh the weaknesses; a small amount of revision is needed	shows thorough control and skill in this trait; many strengths present
Logical Sequencing of Ideas/Thoughtful Transitions	missing or a bare beginning; writer not yet showing any control	isolated moments hint at what the writer has in mind	strengths and need for revision are about equal; about half-way home	the strengths outweigh the weaknesses; a small amount of revision is needed	shows thorough control and skill in this trait; many strengths present
Accurate, Relevant, Effective Supporting detail and examples (including description, explanation, elaboration and/or analysis)	missing or a bare beginning; writer not yet showing any control	isolated moments hint at what the writer has in mind	strengths and need for revision are about equal; about half-way home	the strengths outweigh the weaknesses; a small amount of revision is needed	shows thorough control and skill in this trait; many strengths present
Use of Appropriate Voice and Style (voice, tone, style, level of formality, diction)/audience awareness	missing or a bare beginning; writer not yet showing any control	isolated moments hint at what the writer has in mind	strengths and need for revision are about equal; about half-way home	the strengths outweigh the weaknesses; a small amount of revision is needed	shows thorough control and skill in this trait; many strengths present
Evidence of Synthesis across multiple sources (including analysis of relationships among writers, texts and audience)	missing or a bare beginning; writer not yet showing any control	isolated moments hint at what the writer has in mind	strengths and need for revision are about equal; about half-way home	the strengths outweigh the weaknesses; a small amount of revision is needed	shows thorough control and skill in this trait; many strengths present

Control of Syntax, Grammar, Punctuation, and Spelling	missing or a bare beginning; writer not yet showing any control	isolated moments hint at what the writer has in mind	strengths and need for revision are about equal; about half-way home	the strengths outweigh the weaknesses; a small amount of revision is needed	shows thorough control and skill in this trait; many strengths present
Use of Appropriate Conventions for Structure, Paragraphing, Mechanics, and Format	missing or a bare beginning; writer not yet showing any control	isolated moments hint at what the writer has in mind	strengths and need for revision are about equal; about half-way home	the strengths outweigh the weaknesses; a small amount of revision is needed	shows thorough control and skill in this trait; many strengths present
Correct use of Formatting Style (MLA, APA, title with byline, etc.) including the acknowledging of the work of others when appropriate	missing or a bare beginning; writer not yet showing any control	isolated moments hint at what the writer has in mind	strengths and need for revision are about equal; about half-way home	the strengths outweigh the weaknesses; a small amount of revision is needed	shows thorough control and skill in this trait; many strengths present