

## Regional Micro-Enterprise Credential: Evaluating Written Assignments Rubric

(Updated: June 12, 2017)

Many Louisiana teachers are reluctant to evaluate student writing assignments.

- evaluating written assignments can be very time consuming;
- many teachers are more comfortable teaching their subject than serving as “writing teachers.”

**Here’s the good news: you can use this simple four-step rubric to evaluate student writing assignments in a minimum of time, while still providing important, actionable feedback.**

Step 1: Effective topic sentences – 0 to 4 points. Check each paragraph to make sure it starts with a topic sentence. You can do this easily by scanning each paragraph and making the simple determination: “This first sentence provides a key point . . . or it doesn’t.”

Sometimes a paragraph starts in the middle of a thought, instead of stating a clear thesis.

More often writers will bury one or more topic sentences deep in a really long paragraph. In this case, you can circle those topic sentences that are buried in a paragraph and indicate how the writing would have been clearer if the student had used these topic sentences to lead off separate paragraphs.

### Four Step Rubric to Evaluate Student Written Assignments

- 1) Effective topic sentences – 0 to 4 points
- 2) Effective logic flow – 0 to 4 points
- 3) Clarity and organization – 0 to 4 points
- 4) Proper grammar and spelling – 0 to 4 points

Step 2: Effective logic flow – 0 to 4 points. *The reader should be able to read the first sentence of each paragraph and understand the key points, logical arguments and recommendations of the document.*

A business document starts off with the statement of the issue at hand and then states the key conclusions recommendations. The logic flow of all business documents should start off with these two elements.

The logic flow should then continue with the supporting points. Supporting points should be included in priority order, with the most important supporting points listed first.

Finally, the logic flow must conclude with next steps. *No business document is complete until it indicates next steps.*

Step 3: Clarity and organization – 0 to 4 points. This criterion calls on you to make some subjective assessments. Does the writer present a clear position? Does the writer “take a side,” state a clear recommendation and then clear next steps? Does the writer use facts and logic to present a defensible position?

You can evaluate each writing sample to make sure it is clear and organized using these simple questions.

Step 4: Proper grammar and spelling – 0 to 4 points. Has the student used proper grammar and spelling? If this were a document in the business world, would the small business owners be proud – would they believe this document represented their company effectively – or would they be embarrassed by the number of spelling and grammar errors?

In each of these areas, teachers should use the 0 to 4 point scale indicated in the text box to the right.

The next page provides the rubric teachers should use when evaluating Micro-Enterprise Credential written assignments. *Students should review this rubric to make sure their writing submissions meet the rubric requirements.*

### Grading Point Values

- 4 – mastery / excellent (an A)
- 3 – competent / good (a B)
- 2 – needs improvement / average (a C)
- 1 – unsatisfactory / below average (a D)
- 0 – incomplete/ missing (an F)

Micro-Enterprise Credential Rubric for Evaluating Written Assignments				
<i>Grading Scale: 4 = Mastery/Excellent (A); 3 = Competent/Good (B); 2 = Needs Improvement/Average (C); 1 = Unsatisfactory (D); 0 = Missing (F)</i>				
Teacher / Class				Date
Student	Assignment			
On-Time or Late	On-Time		Late	
<b>Evaluation Standards</b>				
<b>Effective topic sentences</b>				
<i>Each paragraph should start with a sentence that states the main point of that paragraph.</i>				
All paragraphs start with a fully-formed topic sentence	Some paragraphs start with a fully-formed topic sentence; some topic sentences are buried in a larger paragraph	There are few topic sentences and/or some are actually sentence fragments	The assignment does not use properly-constructed sentences	Did not attempt
4	3	2	1	0
<b>Effective logic flow</b>				
<i>Key points arranged to build an effective argument: 1) Issue; 2) Recommendation; 3) Supporting Points (listed in priority order); and 4) Next Steps.</i>				
The document provides logical points in the proper sequence	The document has effective sentences but points are made out of sequence and/or there are missing points	The document contains key points out of sequence <i>and</i> there are points missing	There are substantial gaps in logic flow	Did not attempt
4	3	2	1	0
<b>Clarity and organization</b>				
<i>Does the writer use facts and logic to present a defensible position?</i>				
The document's recommendation is logical and clear	The document provides a clear recommendation but there are unclear, repetitive or irrelevant points made	The document provides a recommendation with limited or incomplete clarity / logic	The document does not provide a logical position supported by fact / logic	Did not attempt
4	3	2	1	0
<b>Proper grammar/spelling</b>				
<i>Has the student used proper grammar and spelling? Would a small business owner be proud of the way this document represented the company?</i>				
Minimal or no spelling and grammar errors	A limited number of spelling and/or grammar errors, most on difficult words and/or tricky grammar rules	Repeated spelling and/or grammar errors	Numerous spelling and/or grammar errors throughout the document	Did not attempt
4	3	2	1	0
<b>Total Points Assigned</b>	<i>Teachers will circle the point value they've assigned for each rubric step above. The Total Point Assigned is the sum of these point values. Teachers have discretion as to the grade equivalent for different point totals.</i>			
<b>Comments</b>				