

ESSAY				
Aspect	Not Yet Within Expectations -0-	Minimally Meets Expectations -1-	Fully Meets Expectations -3-	Exceeds Expectations -5-
Snapshot - overall impact	<i>The writing is often fragmented it may be long and rambling or too brief to accomplish the purpose</i>	<i>The writing presents connected ideas that accomplish the basic purpose or task.</i>	<i>The writing is clear, complete, and accomplishes the purpose or task.</i>	<i>The writing is clear, focused, and fully developed; it accomplishes the purpose and creates desired impact.</i>
Meaning - ideas and information - use of detail - use of sources	<input type="checkbox"/> purpose is unclear; focus is not sustained <input type="checkbox"/> examples, details are irrelevant, too general or simplistic <input type="checkbox"/> information is incomplete, may be inaccurate	<input type="checkbox"/> purpose clear; focus may waver <input type="checkbox"/> some relevant details and examples <input type="checkbox"/> some accurate information; may be incomplete or poorly integrated	<input type="checkbox"/> purpose is clear; consistent focus <input type="checkbox"/> logically developed with relevant details and examples <input type="checkbox"/> accurate and complete; information; well-integrated	<input type="checkbox"/> tightly focused; well-defined purpose <input type="checkbox"/> vivid, relevant details and examples; may show originality <input type="checkbox"/> accurate and complete information; skillfully integrated
Style - clarity, variety, and impact of language	<input type="checkbox"/> language is repetitive and often unclear <input type="checkbox"/> simple, repetitive sentences	<input type="checkbox"/> language is clear and varied <input type="checkbox"/> some variety in sentences	<input type="checkbox"/> varied language; has some impact; fits purpose <input type="checkbox"/> varied, complex sentences	<input type="checkbox"/> precise language chosen for effect <input type="checkbox"/> varies sentences to create a particular effect
Form: Essays and opinion - introduction - organization and sequence - conclusion	<input type="checkbox"/> opening is not engaging; may omit purpose or thesis statement <input type="checkbox"/> difficult to follow; transitions are weak or missing <input type="checkbox"/> may end without a logical conclusion	<input type="checkbox"/> introduction states simple thesis or purpose; attempts to engage reader <input type="checkbox"/> logical, organization; sequence may be ineffective <input type="checkbox"/> explicit conclusion	<input type="checkbox"/> introduction clearly states purpose or thesis, engages reader <input type="checkbox"/> logically organized and sequenced; varies transitions <input type="checkbox"/> comes to closure; tries to leave an impact	<input type="checkbox"/> introduction catches attention; offers well-developed thesis <input type="checkbox"/> effective sequence and transitions make reasoning clear <input type="checkbox"/> strong conclusion leaves an impact
Conventions - spelling - punctuation - sentence structure - grammar	<input type="checkbox"/> frequent, repeated errors in basic language <input type="checkbox"/> resembles a rough draft; errors are not corrected	<input type="checkbox"/> some errors, but meaning is clear <input type="checkbox"/> some evidence of editing and proofreading	<input type="checkbox"/> may have occasional errors <input type="checkbox"/> carefully edited and proofread	<input type="checkbox"/> may make occasional errors when taking risks <input type="checkbox"/> effectively edited and proofread

Interview Assessment Guidelines:				
	Needs Improvement - 0-	Satisfactory -1-	Good -3-	Excellent -5-
Grammar	Needs Improvement Applicant was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.	Satisfactory Applicant was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	Good Applicant was able to express their ideas and responses fairly well but makes mistakes with their tenses, however is able to correct themselves.	Excellent Applicant was able to express their ideas and responses with ease in proper sentence structure and tenses.
Pronunciation	Needs Improvement Applicant was difficult to understand, quiet in speaking, unclear in pronunciation.	Satisfactory Applicant was slightly unclear with pronunciation at times, but generally is fair.	Good Pronunciation was good and did not interfere with communication	Excellent Pronunciation was very clear and easy to understand.
Vocabulary	Needs Improvement Applicant had inadequate vocabulary words to express his/her ideas properly, which hindered the applicants in responding.	Satisfactory Applicant was able to use broad vocabulary words but was lacking, making him/her repetitive and cannot expand on his/her ideas.	Good Applicant utilized the words learned in class, in an accurate manner for the situation given.	Excellent Rich, precise and impressive usage of vocabulary words learned in and beyond of class.
Comprehension	Needs Improvement Applicant had difficulty understanding the questions and topics that were being discussed.	Satisfactory Applicant fairly grasped some of the questions and topics that were being discussed.	Good Applicant was able to comprehend and respond to most of the questions and topics that were being discussed.	Excellent Applicant was able to comprehend and respond to all of the questions and the topics that were being discussed with ease.
Background Knowledge	Needs Improvement Applicant was lacking in background knowledge which hindered his/her responses to the questions regarding class materials.	Satisfactory Applicant showed decent background knowledge of class material, making his/her responses incomplete.	Good Applicant displayed well knowledge of class information and topics.	Excellent Applicant presented excellent background knowledge from class topics and was able to add more information in their response.
Fluency	Needs Improvement Speech is very slow, stumbling, nervous, and uncertain with response, except for short or memorized expressions. Difficult for a listener to understand	Satisfactory Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the applicant is able to continue.	Good Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.	Excellent Speech is effortless and smooth with speed that comes close to that of a native speaker.
Conventions - stance - volume - eye contact	<input type="checkbox"/> resembles an unrehearsed presentation with little or no performance aspects <input type="checkbox"/> eye contact absent	<input type="checkbox"/> some evidence of rehearsal and performance <input type="checkbox"/> some eye contact	<input type="checkbox"/> carefully rehearsed and performed <input type="checkbox"/> more eye contact and volume effective without dropped points	<input type="checkbox"/> effectively rehearsed and performed <input type="checkbox"/> volume and eye contact present and maintained effectively

*RUBRICS CAN BE MODIFIED AT ANYTIME BY THE COLLEGE.