

ESSAY				
Aspect	Not Yet Within Expectations -0-	Minimally Meets Expectations -1-	Fully Meets Expectations -3-	Exceeds Expectations -5-
<b>Snapshot</b> - 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>
<b>Meaning</b> - 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
<b>Style</b> - 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
<b>Form:</b> 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
<b>Conventions</b> - 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-
<b>Grammar</b>	<b>Needs Improvement</b> Applicant was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.	<b>Satisfactory</b> Applicant was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	<b>Good</b> Applicant was able to express their ideas and responses fairly well but makes mistakes with their tenses, however is able to correct themselves.	<b>Excellent</b> Applicant was able to express their ideas and responses with ease in proper sentence structure and tenses.
<b>Pronunciation</b>	<b>Needs Improvement</b> Applicant was difficult to understand, quiet in speaking, unclear in pronunciation.	<b>Satisfactory</b> Applicant was slightly unclear with pronunciation at times, but generally is fair.	<b>Good</b> Pronunciation was good and did not interfere with communication	<b>Excellent</b> Pronunciation was very clear and easy to understand.
<b>Vocabulary</b>	<b>Needs Improvement</b> Applicant had inadequate vocabulary words to express his/her ideas properly, which hindered the applicants in responding.	<b>Satisfactory</b> Applicant was able to use broad vocabulary words but was lacking, making him/her repetitive and cannot expand on his/her ideas.	<b>Good</b> Applicant utilized the words learned in class, in an accurate manner for the situation given.	<b>Excellent</b> Rich, precise and impressive usage of vocabulary words learned in and beyond of class.
<b>Comprehension</b>	<b>Needs Improvement</b> Applicant had difficulty understanding the questions and topics that were being discussed.	<b>Satisfactory</b> Applicant fairly grasped some of the questions and topics that were being discussed.	<b>Good</b> Applicant was able to comprehend and respond to most of the questions and topics that were being discussed.	<b>Excellent</b> Applicant was able to comprehend and respond to all of the questions and the topics that were being discussed with ease.
<b>Background Knowledge</b>	<b>Needs Improvement</b> Applicant was lacking in background knowledge which hindered his/her responses to the questions regarding class materials.	<b>Satisfactory</b> Applicant showed decent background knowledge of class material, making his/her responses incomplete.	<b>Good</b> Applicant displayed well knowledge of class information and topics.	<b>Excellent</b> Applicant presented excellent background knowledge from class topics and was able to add more information in their response.
<b>Fluency</b>	<b>Needs Improvement</b> Speech is very slow, stumbling, nervous, and uncertain with response, except for short or memorized expressions. Difficult for a listener to understand	<b>Satisfactory</b> Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the applicant is able to continue.	<b>Good</b> Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.	<b>Excellent</b> Speech is effortless and smooth with speed that comes close to that of a native speaker.
<b>Conventions</b> - 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.