CSUEB First-Tier Portfolio Evaluation Criteria[1]

A. General Introduction
All first-tier portfolios must contain eight items: a cover page, a table of contents, a reflective introductory essay, two out-of-class essays (at least one of which will be a text-based argument), and three in-class essays. Some students may also include an optional item of their choice. These items should be ordered in the following way.

1.	Cover page
2.	Table of contents
3.	Reflective introductory essay (with Turnitin report)
4.	One out-of-class essay (with Turnitin report and drafts)
5.-7.	Three in-class essays
8.	Other out-of-class essay (with Turnitin report and drafts)
9.	Optional item

In addition to the required essays, the introductory essay and the two out-of-class essays must be accompanied by Turnitin reports with appropriate date stamps. Any portfolio that is missing one or more required elements should be brought to the attention of the chief reader or a table leader.

One or both of the out-of-class essays will contain at least one outside source. First-tier students are expected to clearly indicate the origins of their source materials in the text of essays and at the end of essays. Source materials should not dominate any essay. It is recommended that no more than 10% of any essay be from source material.

When assigning a score for an entire portfolio, evaluators will sample the three major types of writing included in the portfolio: the reflective introductory essay, the multi-draft out-of-class essays, and the in-class essays. Please note that evaluators do not expect in-class essays to exhibit the same level of polish and control as multi-draft out-of-class essays.

B. Overview of Evaluation Criteria
Portfolios will be evaluated in four categories: argument, organization, management of source materials, and technical command. Definitions of these categories are given below. Descriptions of these categories at the clear, developing, and limited competence levels are provided in the attached scoring guide.

Argument—Each essay presents a thesis that gives focus to the writer's ideas, and development that supports the thesis with a variety of strategies such as reasons, details, results, anecdotes, examples, quotations, paraphrases, and questions to support positions.

Organization—Each essay uses a clear organizational structure and makes use of a variety of transitions and other coherence devices to ensure a smooth flow of ideas.

Management of Source Materials—Each text-based essay includes sources which are used to support the writer's own ideas. Documentation clearly indicates the source of quoted, paraphrased or summarized material within and at the end of the essay.

Technical Command— Each essay employs effective and precise language and mechanics based on standard English grammar and usage. Each essay uses a variety of sentence structures.

Note: Portfolios become the property of the University and are not returned to the student.

---

[1] Revised March 2007 by Sarah Nielsen, Pauline Kelzer, Cynthia Andrzejczyk, and Gary Weston

Category	Clear Competence (university writing requirement met)	Developing Competence (second-tier course required)	Limited Competence (first-tier course to be repeated)
Argument	Thesis gives adequate focus to writer's ideas. Argument supported with variety of development strategies. Ideas and evidence support thesis.	Thesis present, but may be weak or awkwardly stated. Arguments may be supported inconsistently; essay may employ limited number of development strategies. Ideas and evidence may not always support thesis	Thesis may be missing, inadequate, or not entirely clear. Arguments may lack support and adequate development; essay may employ very limited number of development strategies with little variation. Ideas and evidence may not be connected to thesis.
Organization	Essay has clear structure, uses range of transitions and other coherence devices, generally easy to follow.	Essay has structure, uses some transitions and other coherence devices, may be hard to follow at times.	Essay structure may be simplistic or may not be apparent, may use very limited number of transitions and other coherence devices, may be hard to follow.
Management of Source Materials	Writer's own ideas are expressed, source materials used primarily to support writer's ideas. Source material clearly indicated within and at the end of essay. Direct quotations and paraphrases clearly indicated.	Writer's own ideas may be overshadowed by source materials. Evidence of consistent attempts to indicate source material within and at end of essay. Direct quotations and paraphrases indicated.	Writer's own ideas may be muted by source materials. Source material may not be indicated within and at end of essay. Direct quotations and paraphrases may not be indicated.
Technical Command Note: An out-of-class essay is polished to meet standards and expectations of academic audiences.	Language and mechanics generally controlled. Sentences varied. A few errors in language or mechanics may be evident, but are not highly distracting and do not interfere with meaning.	Language and mechanics moderately controlled. Sentences may be constructed with limited number of sentence types. Some errors in language and mechanics may be evident, may sometimes be distracting, or may occasionally interfere with meaning.	Language and mechanics are not well controlled. Vocabulary may be noticeably limited. Simple sentences may dominate essay. Errors in language and mechanics may be repeatedly evident, highly distracting, or regularly interfere with meaning.