This scoring guide describes the criteria for evaluating students’ portfolios. While the standards address specific elements within individual texts, the final evaluation expresses a holistic evaluation of the complete set of materials. Although faculty use a six-point scale, the evaluations fundamentally divide into two groups: scores of 4-6 indicate a competently written set of texts, meeting standards of quality the faculty expect from students completing their first term at Coe; scores of 1-3 identify portfolios with significant inadequacies in fundamental writing skills.

6  
**Content:** Texts insightfully explore pertinent issues; depth, fullness, and complexity of thought.  
**Organization:** Focused and coherent organization.  
**Development:** Telling details, penetrating examples or comparisons.  
**Style:** Smooth, effective mastery of diction, sentence variety, and transitions.  
**Editing & Mechanics:** Few, if any, errors in mechanics, usage, and sentence structure.

5  
**Content:** Some depth and complexity of thought; worthwhile insights on important issues.  
**Organization:** Effectively organized, coherent writing.  
**Development:** Good development in some passages with supporting details.  
**Style:** Clear, efficient writing, though may lack the originality or power of a 6.  
**Editing & Mechanics:** Diction, sentence structure, & mechanics are solid; few editing errors.

4  
**Content:** Addresses questions raised and explores issues, though less systematically than 5/6. Shows clarity of thought but may lack complexity; not arresting in originality or power.  
**Organization:** Reasonable organization, though may be weak in some paragraphing or transitions.  
**Development:** Some effective details; occasionally ideas may be left stranded.  
**Style:** Basic competence in writing; some flexibility and variety in sentence structure.  
**Editing & Mechanics:** Occasional errors in mechanics and sentence structure, but most usage is accurate.

3  
**Content:** May distort or neglect important dimensions of issues being discussed; understanding of readings may be incomplete, inaccurate, or misleading; analysis is often superficial or full of stereotypes; development of ideas uncertain and unclear.  
**Organization:** tends to be simplistic, mechanical.  
**Development:** Absence of details, insufficient descriptions; examples are obvious or unoriginal.  
**Style:** Errors in sentence structure; limited sentence variety; unsure control of language.  
**Editing & Mechanics:** Errors in usage and mechanics may occasionally interfere with reading.

2  
**Content:** Important tasks ignored or misunderstood; serious difficulty reading & responding to texts; serious errors in reasoning or developing key ideas; contradictions in statements.  
**Organization:** Significant structural problems, necessary material missing or inappropriately placed.  
**Development:** Writing dominated by cliches and simplistic claims and support.  
**Style:** Some basic composing skills but minimal sentence variety or flexibility.  
**Editing & Mechanics:** Frequent errors in sentence structure, usage, mechanics.

1  
**Content:** Major portions of portfolio not completed; compositions difficult to comprehend  
**Organization:** Overall impression of disorganization and confusion.  
**Development:** Serious difficulties with developing ideas or examples and illustrations.  
**Style:** Writer is not in control of basic conventions of Standard English.  
**Editing & Mechanics:** Consistent, serious faults in sentence structure, usage, mechanics.
PORTFOLIO SCORING SHEET

Student:       Instructor:

The portfolio evaluation is based on the reader's appraisal of each text according to five primary criteria and an overall assessment of the portfolio as a set of interrelated texts.

1. **CONTENT** (A top-rated portfolio demonstrates serious thinking and engagement with topics; content should be accurate and precise, going beyond superficial discussion of issues)

2. **ORGANIZATION** (Structure of paragraphs and papers appropriate to nature of content)

3. **DEVELOPMENT** (Effective use of examples, illustrations, quotes, details; significant ideas explained and amplified)

4. **STYLE** (Fluency, variety, and flexibility in sentences; good phrasing and word choice)

5. **EDITING & MECHANICS** (Prose observes conventions of Standard English in grammar, sentence structure, punctuation, spelling; appropriate manuscript preparation)

**FINAL EVALUATION OF PORTFOLIO** (Six-Point Scale)

6 = Cogent, well-articulated compositions; effectively organized & developed.
5 = Clean, clear writing; no major problems.
4 = Adequate writing; some flaws but mastery of most conventions for academic prose.
3 = Marginally competent writing; significant deficiencies in at least one of the five criteria.
2 = Significant deficiencies in at least two of the five criteria.
1 = Significant deficiencies in three or more of the five criteria.

Concluding Comments