

Jerry
Environmental Autoethnography Feedback Draft Assignment Rubric

	Strongest (A)	Good (B)	Adequate (C)	Weak (D or F)
FOCUS /UNITY	FD responds to the prompt; the idea at the center is clear. Scope is appropriate. Title emphasizes the idea at the center.	FD responds to the prompt; the idea at the center is apparent. Scope is a bit broad/narrow. Title identifies the topic of inquiry.	FD responds to the prompt generally; the idea at the center is a bit unclear. Scope is too broad/narrow. Title addresses the topic of inquiry indirectly/generally.	FD does not respond to the prompt; the idea at the center is unclear. Scope is much too broad/narrow. Purpose of title is/are unclear. Title is missing.
DEVELOPMENT	FD is developed effectively. Source minimum is exceeded. Source selection is effective. Graphics add significant value. Maximum word count is approached/met.	FD is developed solidly, but a few parts need further development. Source minimum is met. Source selection is appropriate. Graphics add value. Minimum word count is met/exceeded.	FD is developed minimally. More than a few parts need further development. Source requirement is almost met. Source selection is sometimes problematic. Graphics requirement is met. Word count is approached.	FD is insufficiently developed. Many parts need further development. Multiple required sources are missing. Source selection is frequently problematic. Graphics requirement is not met. Word count is low.
COHERENCE/ INTERNAL LOGIC	Details emphasize/ reinforce the central idea. Organization of points/ paragraph logic is clear.	Details relate to the central idea. Organization of points/paragraph logic is apparent.	Details are loosely connected. Organization of points/paragraph logic is a sometimes unclear.	Details are disjointed. Organization of points/ paragraph logic is repetitive/not apparent.
BASIC CLARITY	There are only a few misc. sentence/word level/mechanical problems, but none that obscure ideas.	There are repeated sentence/word level/mechanical problems, but none that obscure ideas.	Repeated sentence/ word level/mechanical problems sometimes obscure ideas.	Sentence/word level/mechanical problems frequently obscure ideas.
SOURCE USE	Sources are used fairly and effectively. Attribution is clear. Documentation is accurate and complete.	Sources are used fairly. Attribution is apparent. Documentation is complete.	There are some misc. problems with source use. Attribution is unclear in one or two places. Documentation is sometimes incomplete/inaccurate.	There are frequent/ repeated problems with source use. Attribution is frequently unclear. Documentation is incomplete/inaccurate.
META-COGNITIVE REFLECTION	Reflection on process/ product is effectively and fully developed. Learning is explicitly articulated. Minimum word count is exceeded by quite a bit.	Reflection on process/ product is solidly developed. Learning is apparent. The writer Minimum word count is exceeded by a bit.	Reflection on process/ product is general/ brief. Minimum word count is approached /met.	Reflection on process/ product is under-/un-developed. Word count is low.

Strengths: focus and development; the use of primary research (your own memory and your parents' voices) to develop the story of the site and the issue it represents; quality and quantity of secondary research

Target Areas: tightening paragraph structure and leading with primary research; clarifying source attribution (where source use begins) in a few places

Grade: A