RUBRIC: Observation Reports
English 297
Dr. Lamonica
Fall 2005 Student Name:

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|  | **EXCELLENT** | **STRONG** | **SATISFACTORY** | **REVISE & RESUBMIT** |
| **WHAT?** |  |  |  |  |
| *Content* | This portion of the report offers a detailed, coherent description, demonstrating the ability to observe carefully, keep thorough records, and translate those into an engaging narrative.     | This portion of the report offers a well-developed, coherent description, suggesting the ability to observe carefully and generate a careful, coherent record of those observations.    | This portion of the report offers a complete description, suggesting the ability to observe and produce a clear record of those observations.   |  This portion of the report is sketchy or perfunctory, suggesting an inability or unwillingness to conduct and report detailed observations. |
| **SO WHAT?** |  |  |  |  |
| *Content*  | This portion of the report offers a consistently thoughtful, even insightful discussion of the ways in which the observation relates to the content of the methods course (ENG 297) and the observer’s pre-existing knowledge and assumptions. | This portion of the report offers a well-developed, coherent discussion of the ways in which the observation relates to the content of the methods course (ENG 297) and/or the observer’s pre-existing knowledge and assumptions. | This portion of the report clearly identifies at least one way in which the observation relates to the content of the methods course (ENG 297) and/or the observer’s pre-existing knowledge and assumptions. | This portion of the report is sketchy or perfunctory, suggesting an inability or unwillingness to consider how the observation relates to either the content of the methods course (ENG 297) or the observer’s pre-existing knowledge and assumptions. |
| **NOW WHAT?** |  |  |  |  |
| *Content* | This portion of the report offers a consistently thoughtful, even insightful discussion of the ways in which the observation might influence the observer’s future learning, observation, or pedagogical practice.   | This portion of the report offers a well-developed, coherent discussion of the ways in which the observation might influence the observer’s future learning, observation, or pedagogical practice.   | This portion of the report clearly identifies at least one way in which the observation might influence the observer’s future learning, observation, or pedagogical practice.  | This portion of the report is sketchy or perfunctory, suggesting an inability or unwillingness to consider how the observation might influence the observer’s future learning, observation, or pedagogical practice.  |

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| **OVERALL**  |  |  |  |  |
| *Organization* | The report is so well organized that the audience is scarcely aware of its organizational and/or structural elements.  They seem to be simply another logical part of an organic whole.   | The report is well organized, making it easily accessible to its audience. It has an engaging introduction, logically organized elements, and a conclusion that is more than a simple summary. | The report is logical, if formulaic, in its organization. It may feature a funnel-strategy introduction and/or a summary conclusion. The organization makes is accessible, but also predictable.  | The report lacks the kind of organization that makes it easily accessible to its audience. |
| *Style*  | The report is stylistically sophisticated, suggesting that the writer can revise adeptly at the local level, resulting in strong--even engaging--syntax, diction, voice, tone, and so on. | The report is stylistically strong, suggesting that the writer can revise successfully at the local level, paying careful attention to issues such as syntax, diction, voice, tone, and so on. | The report is stylistically sound, suggesting that the writer can revise competently at the local level, paying careful attention to issues such as syntax, diction, voice, tone, and so on. | The report contains stylistic elements that suggest a lack of local revision and careful attention to issues such as syntax, diction, voice, tone, and so on. |
| *Correctness* | The report is virtually free of mechanical or grammatical errors, demonstrating a careful attention to editing and proofreading, upholding —even  contributing to—the author’s ethos as a writing teacher.    | The report is essentially  free of distracting mechanical or grammatical errors, suggesting careful attention to editing and proofreading and never undermining the author’s ethos as a writing teacher.    | The report contains a number of mechanical or grammatical errors, suggesting a lack of attention to editing and proofreading and undermining the author’s ethos as a writing teacher.    | The report contains distracting mechanical or grammatical errors, making it difficult to read and undermining the author’s ethos as a writing teacher. |
| *Presentation/Visual Elements* | The report demonstrates careful attention to—even a certain creativity in relation to—presentational details such as formatting and neatness. As a result, the audience is eager to engage with the text.   | The report suggests careful attention to presentational details such as formatting and neatness, inviting the audience to engage with the text.   | The report is clearly and neatly formatted, making it easy to read.  | The report lacks attention to presentational details such as formatting and neatness. As a result, it appears unappealing and uninviting as a text.  |

**COMMENTS:**

**Grade \_\_\_\_\_\_**