

PCC ENG/CCR
Writing Process Rubric

	4 Exemplary	3 Accomplished	2 Developing	1 Beginning
Prewriting (ISLO 2a)	Devotes a lot of time and effort to the prewriting process. Prewriting is extensive and wrestles with relevant, challenging issues; planning is focused and purposeful.	Devotes sufficient time and effort to the prewriting process. Prewriting is thorough and addresses relevant issues; planning is evident.	Devotes some time and effort to the prewriting process but not very thoroughly. Prewriting is apparent and addresses some relevant issues; planning is somewhat evident.	Devotes little time and effort to the prewriting process. Prewriting is scant or irrelevant and does not address key issues; planning is not evident.
Drafting (ISLO 2b)	Comprehensive draft shows concerted effort to attempt all major and minor parts of the essay with deliberate attention to previous feedback; thoroughly extends prewriting.	Complete draft shows adequate effort to attempt all major parts of the essay with sufficient attention to previous feedback; extends prewriting.	Partial draft shows effort to attempt most major parts of the essay with limited attention to previous feedback; builds on prewriting.	Incomplete draft shows minimal effort to attempt major parts of the essay with little attention to previous feedback; vague or absent connection to prewriting.
Revision (ISLO 2c & 2d)	Revision includes meaningful changes to message/content, refines use of conventions and attention to audience needs, and thoughtfully addresses suggestions/feedback.	Revision includes useful changes to message/content, sufficiently adjusts use of conventions and attention to audience needs, and addresses important suggestions/feedback.	Revision shows limited evidence of meaningful changes to message/content, develops use of conventions and attention to audience needs, and addresses minor suggestions/feedback.	Few noticeable changes have been made to the draft; revision does not adapt to conventions and audience needs and addresses few or no suggestions/feedback.
Time Management (ISLO 5a-i)	All parts of the assignment are completed and turned in on time, showing evidence of clear goal setting, task prioritization, and ample time scheduled for process work.	Most parts of the assignment are completed and turned in on time, showing evidence of goal setting, task prioritization, and sufficient time scheduled for process work.	Some parts of the assignment are completed and turned in on time, showing some evidence of goal setting, task prioritization, and time scheduled for process work.	Few or no parts of the assignment are completed on time, showing minimal evidence of goal setting or task prioritization and insufficient time scheduled for process work.
Self-Efficacy (ISLO 5a-ii)	Consistently displays a positive attitude toward learning; shows steady effort to improve and a desire to produce high quality work; treats setbacks as opportunities to learn; actively seeks instructor guidance and support resources.	Displays a positive attitude toward learning; shows desire to improve and to produce high quality work; does not give up when faced with setbacks; accepts but does not actively seek instructor guidance and suggestions for support resources.	Displays a developing positive attitude toward learning but needs continued growth; struggles to maintain effort and desire to improve and sometimes gives up when faced with setbacks; inattentive to instructor guidance and suggestions for support resources.	Displays an indifferent attitude toward learning and minimal desire to improve or to produce high quality work; often complains about issues rather than seeking solutions; resistant toward or reluctant to accept instructor guidance and rarely if ever uses suggested support resources.
Collaboration (ISLO 5b-iii)	Interacts with others respectfully, attentively, and supportively; thoughtfully acknowledges other perspectives.	Interacts with others with sufficient respect, attentiveness, and support; acknowledges other perspectives.	Attempts to interact with others with respectfully, attentively, and supportively but inconsistently acknowledges other perspectives.	Willfully or inadvertently displays disrespectful, inattentive, or unsupportive interactions with others; often fails to acknowledge other perspectives.