

**Graduate Writing Assessment Requirement Scoring Rubric**  
**California State University, Long Beach**  
(sample holistic rubric; portfolios)

- 6 All documents in the portfolio reflect a sophisticated, analytical response to all parts of the assignments. The cover letter provides clear evidence that the writer understands how each text included in the portfolio fulfills the requirements of the respective assignment. All documents are well organized and contain detailed and appropriate evidence. Throughout the portfolio, the writing style and diction demonstrate variety and appropriateness for the genre specified by the assignments, with minimal or no grammatical mistakes or usage errors—and no errors that distract the reader or impede understanding. The documents demonstrate a sophisticated level of academic writing.
  - 5 All documents in the portfolio reflect a thoughtful, analytical response to all parts of the assignments. The cover letter provides evidence that the writer understands how each text included in the portfolio fulfills the requirements of the respective assignment. All documents are generally well organized and contain developed and appropriate evidence. Throughout the portfolio, the writing style and diction demonstrate variety and appropriateness for the genre specified by the assignments, with minimal grammatical mistakes or usage errors that could impede understanding. The documents demonstrate a competent level of academic writing.
  - 4 The documents in the portfolio represent minimally adequate analytical responses to the assignments. The cover letter provides some evidence that the writer understands how texts included in the portfolio fulfill the requirements of the respective assignment. Most documents are adequately organized and contain appropriate evidence. Documents at this level may have minor weaknesses such as minimally developed examples, unsophisticated sentence structure, or occasionally inappropriate style or diction for the genre specified by the assignments. Although distracting to some demanding readers, these weaknesses do not impede understanding. The documents demonstrate a minimally adequate level of academic writing.
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- 3 The documents in the portfolio represent an inadequate analysis of the assignments. The cover letter provides little or inconsistent evidence that the writer understands how texts included in the portfolio fulfill the requirements of the respective assignment. The documents are not well organized and do not consistently exhibit appropriate evidence. Documents at this level may be weak in sentence structure, syntax, or mechanics or they use inappropriate style and diction for the genre specified by the assignments. Such errors often impede understanding, even for a reader tolerant of writing-skill problems. The documents demonstrate an inadequate level of academic writing.
  - 2 The documents in the portfolio represent an unacceptable analysis of the assignments. The cover letter provides insufficient evidence that the writer understands how texts included in the portfolio fulfill the requirements of the respective assignment. The documents lack focus, direction, coherence, or completion, and they are characterized by persistent errors in grammar, sentence structure, spelling, or usage. These errors demonstrate that the writer has not yet attained a minimal level of writing skill and, as a result, cannot write competently at the academic level. These problems consistently impede understanding for even the most tolerant reader. The documents reflect an unacceptable level of academic writing.
  - 1 The documents show little understanding of the assignments. The cover letter provides evidence that the writer does not understand how each text included in the portfolio fulfills the requirements of the respective assignment. The documents provide no analysis or development, and they fail to express comprehensibly even the most basic ideas. These documents indicate a need for significant remedial assistance.