Electronic **W**riting **P**ortfolio
information for faculty

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What does Eastern consider effective writing?
Competent writing at Eastern displays the following skills: establishing and maintaining focus and appropriate voice; organization that enhances presentation of material/ideas; development of ideas supported by details; use of effective sentence structure, syntax, and diction; and the use of correct mechanics.

What courses are eligible for paper submissions?
Any undergraduate course in which a student writes an appropriate paper is eligible for a submission. Three submissions are required for the portfolio, but only one submission is allowed from any one course. Students have been told to discuss submission plans with their instructors.

What kind of papers are appropriate for submission?
♦ The paper must be at least 750 words in length (approximately 3 pages).
♦ It must be written in standard English.
♦ It must be developed in a manner consistent with the demands of the discipline for which it was written.
♦ It must contain a coherent writing sample that connects ideas within and between paragraphs. Therefore, lists, outlines, lesson plans, and other such documents may not be submitted.
♦ Submissions may not be creative pieces, such as poems, short stories, or plays.

What can I require from students prior to submission?
Faculty may require students to provide a hard copy or the graded/marked up copy of the paper prior to submission. You may also require students to consult with you; students are encouraged to do so. You may tell students which assignments are appropriate for submission to the EWP. It is a good idea to include these and any other requirements on your syllabus and/or assignment sheets.

What if students submit the wrong paper?
If there is an issue with a submission—the student submits a paper that was not written for your class or one that you said was not appropriate—please contact the EWP office and alert us to the issue. We will contact the student and remove the paper.

What is the deadline?
All papers must be submitted the semester a student is enrolled in a course. Students may not submit papers for courses after the semester ends. Faculty members may set their own deadlines in their courses. If you do establish a deadline, please alert the EWP office, and include this deadline on your syllabus or assignment sheet. Contact information is given on the left.

How will I rate papers?
All ratings will be done online. Automatic emails will be sent each week to all faculty who have papers to rate; however, you may log into the system at any time to check for papers to read. Simply click on the link provided or follow the link from the assessment page. Submissions may be rated on a scale from superior to unsatisfactory. The suggested EWP rubric is available on the website and on the back side of this page.

How will my ratings be used?
Ratings will be used to determine how well students write. Students whose 3 submissions are primarily "superior" will be given a "writes with distinction" designation. Students whose first two submissions are "unsatisfactory" and/or "needs improvement" may be required to take a diagnostic test to help determine if further writing improvement help is needed.

What information is available for students and faculty?
Information sheets are available in the EWP office; simply call or email us at ewp@eiu.edu to request handouts for your students. Information is also on the assessment website for faculty and students, including step-by-step instructions for the on-line system and FAQs.

Electronic Writing Portfolio Assessment Rubric

Faculty Rating	4.0	3.5	3.0	2.5	2.0	1.5	1

	Superior	Satisfactory	Needs Improvement	Unsatisfactory
Content	•Fully responds to all criteria of the assignment •Clearly identifies and fully develops all ideas/themes •Provides logical, valid and specific details and support •Effectively uses all relevant information, including outside sources •Draws clear and appropriate conclusions	•Sufficiently responds to most criteria of the assignment •Identifies and develops main ideas/themes, but some may lack clarity or depth •Generally provides logical and valid details and support •Effectively uses most relevant information, including outside sources •For the most part, draws clear and appropriate conclusions	•Does not respond or incompletely responds to some criteria of the assignment •Does not identify or develop some main ideas/themes •Provides support but may not be logical or valid; some details may be missing •Frequently omits relevant information; outside sources may be inappropriate or missing •Draws mostly unclear or inappropriate conclusions	•Does not respond to most criteria of the assignment •Does not identify or develop most ideas/themes •Provides few details and little support or support that is illogical or invalid •Omits relevant information; outside sources inappropriate or missing •Draws unclear/inappropriate conclusions or omits conclusions entirely
Organization	•Clearly and consistently organizes ideas •Maintains consistent focus and sense of purpose • Effectively structures and orders paragraphs • Links ideas with smooth and effective transitions	• Consistently organizes • ideas, but structure may be formulaic or unsophisticated •Generally maintains focus •For the most part, effectively structures and orders paragraphs • For the most part, effectively links ideas, but transitions may be unclear or ineffective	•Frequently does not organizes ideas; structure is formulaic or unsophisticated •Sometimes lacks focus or sense of purpose •Often does not structure or order paragraphs • Links some ideas, but transitions are missing or unclear	•Does not organize ideas •Conveys little or no focus or sense of purpose •For the most part, does not structure or order paragraphs •Does not link ideas
Style	•Shows clear awareness of purpose and audience •Uses sophisticated and varied sentence structure •Uses vocabulary and style that are appropriate to the audience	•For the most part, shows awareness of purpose and audience •Uses effective and varied sentence structure •Uses vocabulary and style that are mostly appropriate to the audience; some words may be used incorrectly	•Is inconsistent in showing awareness of purpose and audience •Uses little variety in sentence structure; some syntax errors may be present •Uses vocabulary or style that are frequently inappropriate to the audience; words are often used incorrectly	•Shows little awareness of purpose and audience •Uses no variety in sentence structure; syntax errors frequently present •Uses vocabulary or style that are inappropriate to the audience; words are consistently used incorrectly
Mechanics	•Makes virtually no grammar, punctuation, or spelling errors •Uses correct citation format to document references and sources	•Makes few grammar, punctuation, or spelling errors; these are not distracting to the reader •Identifies and documents most sources appropriately	• Makes occasional grammar, punctuation, or spelling errors; these may be distracting to the reader • Sometimes uses correct citation format to document references and sources	•Makes frequent grammar, punctuation, or spelling errors; these are distracting to the reader •Uses incorrect or no citation format to document references and sources

Adopted Spring 2008; developed through the University's faculty participative shared governance processes.