**Self-Evaluation Rubric**

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| --- | --- | --- | --- | --- | --- |
|  | Exemplary  | Proficient  | Below standard  | Did not demonstrate  | Total points |
| Review of style | Students were able to effectively evaluate and provide constructive feedback about the development, organization, and style being appropriate to task, purpose, and audience. | Students were able to evaluate and provide feedback about the development, organization, and style being appropriate to task, purpose, and audience. | Students were able to evaluate the beat, but the feedback about the development, organization, and style was not effective. | Students were not able to evaluate the beat, and the feedback about the development, organization, and style was not effective. |  |
| Editing for purpose | Students demonstrated an ability to strengthen writing by providing effective and constructive feedback including revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | Students provided effective and constructive feedback including revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | Students provided feedback including revising, editing, rewriting, or trying a new approach. | Students did not provide effective feedback about revising, editing, rewriting, or trying a new approach. |  |
| Evaluating the inclusion of technology | Students were able to produce clear and coherent feedback about the use of technology to produce, publish, and update writing products, including evaluating the effectiveness of links to other information and displaying information flexibly and dynamically. | Students were able to produce feedback about the use of technology to produce, publish, and update writing products, including evaluating the effectiveness of links to other information. | Students were able to produce feedback only about the effectiveness of links to other information. | Students were not able to produce feedback about the use of technology to produce, publish, and update writing products, including evaluating the effectiveness of links to other information. |  |
| Total points |  |  |  |  | \_\_\_/ points |