

CONTENT				
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	<<< High Quality Low >>>			
<b>Topic</b>				
Focused	<ul style="list-style-type: none"> <li>Identifies and focuses a topic clearly, and is appropriately specific.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and focuses a topic, but may be insufficiently clear or specific.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies a topic, but may be peripheral, lack focus, and/or too general.</li> </ul>	<ul style="list-style-type: none"> <li>Lacks an identifiable, focused topic.</li> </ul>
Responsive	<ul style="list-style-type: none"> <li>Provides a complete and thoughtful response to the task.</li> </ul>	<ul style="list-style-type: none"> <li>Addresses key features of the writing task.</li> </ul>	<ul style="list-style-type: none"> <li>Addresses some aspects of the task.</li> </ul>	<ul style="list-style-type: none"> <li>Does not answer the question or substitutes a simpler writing task.</li> </ul>
<b>Thesis</b>				
Defensible	<ul style="list-style-type: none"> <li>Asserts a defensible, thought-provoking claim and shows reasonableness and complexity.</li> </ul>	<ul style="list-style-type: none"> <li>Asserts a defensible claim, shows reasonableness, but may lack development or complexity.</li> </ul>	<ul style="list-style-type: none"> <li>Asserts a defensible claim, but may be overly broad, general, or simplistic; may lack development and/or reasonableness.</li> </ul>	<ul style="list-style-type: none"> <li>Asserts the obvious or lacks connection to an issue. May generate a "so what?" response.</li> </ul>
Analytical/Evaluative	<ul style="list-style-type: none"> <li>Stance shows analysis, evaluation, and/or synthesis and indicates a clear need to explain, prove, or validate assertion.</li> </ul>	<ul style="list-style-type: none"> <li>Stance shows analysis, evaluation, and/or synthesis and indicates a clear need to explain, prove, or validate assertion.</li> </ul>	<ul style="list-style-type: none"> <li>Stance lacks analysis, evaluation, and/or synthesis; may weakly indicate the need to explain, prove, or validate assertion.</li> </ul>	<ul style="list-style-type: none"> <li>May express a vague, general, or undeveloped stance.</li> </ul>
Thought-provoking	<ul style="list-style-type: none"> <li>Shows originality in viewpoint and/or voice.</li> </ul>	<ul style="list-style-type: none"> <li>May lack originality in viewpoint and/or voice.</li> </ul>	<ul style="list-style-type: none"> <li>Minimal originality in viewpoint and/or voice.</li> </ul>	<ul style="list-style-type: none"> <li>Lacks originality in viewpoint and/or voice.</li> </ul>
<b>Global Development &amp; Support</b>				
Intro/Concl.	<ul style="list-style-type: none"> <li>Introduction and conclusion frame and develop the topic and writer's stance.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction and conclusion contribute to development of topic.</li> </ul>	<ul style="list-style-type: none"> <li>Has an identifiable introduction and conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction and/or conclusion may be brief or missing altogether.</li> </ul>
Relevance	<ul style="list-style-type: none"> <li>Chooses relevant evidence for purpose, stance, and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Offers appropriate support; may use varied forms of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>May rely on observation or example from source with general, vague, or unreflective inference or opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Offers general support that is unreflective, mainly personal, or vague.</li> </ul>
Progression	<ul style="list-style-type: none"> <li>Develops a complex view of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Stays on topic and furthers the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Inserts occasional information that is tangential or disconnected.</li> </ul>	<ul style="list-style-type: none"> <li>Presents marginal or irrelevant information that is off topic.</li> </ul>
Coherence	<ul style="list-style-type: none"> <li>Integrates evidence and ideas smoothly.</li> </ul>	<ul style="list-style-type: none"> <li>Links evidence and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to connect evidence to ideas but does so partially or inconsistently.</li> </ul>	<ul style="list-style-type: none"> <li>Does not consistently connect evidence to ideas.</li> </ul>
Reasoning	<ul style="list-style-type: none"> <li>Develops a complete reasoning pathway that contains logical follow through, considers multiple points of view, and examines assumptions.</li> </ul>	<ul style="list-style-type: none"> <li>Develops a logical reasoning pathway with minor gaps or leaps while addressing other points of view.</li> </ul>	<ul style="list-style-type: none"> <li>May contain some gaps in reasoning pathway; deals minimally with other points of view.</li> </ul>	<ul style="list-style-type: none"> <li>Contains gaps and/or leaps in development and does not examine other points of view.</li> </ul>
<b>Paragraph Organization</b>				
Connected	<ul style="list-style-type: none"> <li>Has clear progression of ideas that develops point(s) through well-connected sentences (transition words, topic sentences, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Is marked by appropriate progression with an occasional gap in sentence connections.</li> </ul>	<ul style="list-style-type: none"> <li>Has identifiable progression marked by wandering and/or some disconnected sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Has unclear and confusing progression and/or frequent disconnected sentences.</li> </ul>
Detailed	<ul style="list-style-type: none"> <li>Details proficiently support the paragraph topic.</li> </ul>	<ul style="list-style-type: none"> <li>Details adequately support the paragraph topic.</li> </ul>	<ul style="list-style-type: none"> <li>Provides insufficient detail to support paragraph topic.</li> </ul>	<ul style="list-style-type: none"> <li>Provides generalities or irrelevant details to support paragraph topic.</li> </ul>
Purposeful	<ul style="list-style-type: none"> <li>Fulfills an essential function in the development of the whole piece.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to the development of the whole piece.</li> </ul>	<ul style="list-style-type: none"> <li>Does not purposefully contribute to the development of the whole piece.</li> </ul>	<ul style="list-style-type: none"> <li>Provides marginal or unclear contribution to the development of the whole piece.</li> </ul>

**FLUENCY, ACCURACY, & APPROPRIATENESS IN LANGUAGE**

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	<<< High Quality Low >>>			
<b>Word Choice</b>  Varied Specific Accurate	<ul style="list-style-type: none"> <li>Uses a variety of specific and accurate words as appropriate for the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Shows accurate control of appropriate words, but not as varied or specific as possible.</li> </ul>	<ul style="list-style-type: none"> <li>Features noticeably general words, repetitions, and occasional inaccurate or informal usage.</li> </ul>	<ul style="list-style-type: none"> <li>Contains predominantly general, repetitive, and sometimes inaccurate or informal words (too colloquial).</li> </ul>
<b>Sentence Structure</b>  Purposefully Varied  Accurate	<ul style="list-style-type: none"> <li>Purposeful and consistent use of a wide variety of sentence types, opening elements, noun modifiers, and adverbial elements.</li> <li>No awkward, ungrammatical, or informal structures within a 2 paragraph / ~300 word section.</li> </ul>	<ul style="list-style-type: none"> <li>Purposeful and consistent use of typical sentence types with some variety of sentence openers, noun modifiers, and adverbial elements.</li> <li>No severely awkward, ungrammatical, or informal structures over a 2-paragraph / ~300 word section.</li> </ul>	<ul style="list-style-type: none"> <li>Little variation of sentence types, openers, noun modifiers, and adverbial elements.</li> <li>Occasional awkward, ungrammatical, or informal structures over a 2-paragraph / ~300 word section</li> </ul>	<ul style="list-style-type: none"> <li>Reliance on the most basic sentence types with very little variation of openers, noun modifiers, and adverbial elements.</li> <li>Frequent awkward, ungrammatical, or informal structures throughout the essay.</li> </ul>
<b>Punctuation</b>  Accurate Varied	<ul style="list-style-type: none"> <li>Uses a variety of edited English punctuation consistently to enhance meaning and rhetorical effects.</li> </ul>	<ul style="list-style-type: none"> <li>Uses terminal and internal punctuation of edited English consistently though not always for varied rhetorical effect.</li> </ul>	<ul style="list-style-type: none"> <li>Shows inconsistent use of accurate punctuation for edited English.</li> </ul>	<ul style="list-style-type: none"> <li>Contains frequent errors of terminal and internal punctuation.</li> </ul>
<b>Voice, Tone, Formality</b>  Appropriate	<ul style="list-style-type: none"> <li>The use of words, sentences, and punctuation creates a distinct and engaging voice, tone, and level of formality appropriate to audience, purpose, and genre.</li> </ul>	<ul style="list-style-type: none"> <li>The use of words, sentences, and punctuation creates a consistent voice, tone, and level of formality appropriate to audience, purpose, and genre.</li> </ul>	<ul style="list-style-type: none"> <li>The use of words, sentences, and punctuation creates an inconsistent voice, tone, or formality level that is occasionally inappropriate to the situation.</li> </ul>	<ul style="list-style-type: none"> <li>The use of words, sentences, and punctuation shows a lack of awareness of the voice, tone, and formality level expected in academic writing.</li> </ul>

**DOCUMENTATION**

	4	3	2	1
	<<< High Quality Low >>>			
<b>Conventions</b>  Varied Correct	<ul style="list-style-type: none"> <li>Displays a variety of correct in-text citations.</li> <li>Complete, correct references.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates correct in-text citation format.</li> <li>Complete, correct references.</li> </ul>	<ul style="list-style-type: none"> <li>Contains in-text citations.</li> <li>References are always present though they may be incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>Lacks in-text citations.</li> <li>References sources, though with incomplete or imperfect formatting.</li> </ul>
<b>Integrating</b>  Context  Signaling  Variety	<ul style="list-style-type: none"> <li>Selects and contextualizes sources to integrate smoothly with own ideas and writing style.</li> <li>Signals all sources, with a variety of signaling.</li> <li>Uses summary, paraphrase, and quotation as rhetorical needs dictate.</li> </ul>	<ul style="list-style-type: none"> <li>Offers context for the source with occasional awkward integration.</li> <li>Signals all sources, but may lack signaling variety.</li> <li>Uses quotations along with a balance of summary and paraphrase.</li> </ul>	<ul style="list-style-type: none"> <li>Differentiates between source and own ideas but without sufficient context or integration.</li> <li>Includes occasional signal phrasing.</li> <li>Lacks balance of summary, paraphrase, and quotation.</li> </ul>	<ul style="list-style-type: none"> <li>Does not differentiate sources from own ideas or omits use of sources.</li> <li>Lacks signal phrasing.</li> <li>Excessive quotation; inaccurate or minimal use of summary and paraphrase.</li> </ul>

