

	Exceeds Expectations	Meets Expectations	Falls Below Expectations	No Credit
Focus	<p>The paper's purpose or main idea is clearly indicated and supported by both content selection and effective use of sentence-level structures such as thesis statement, forecasting statements, and sentences that connect the content of individual paragraphs to the overall point of the paper.</p>	<p>The paper is controlled by one purpose or main idea, contains only relevant information, and avoids content that adds length without adding substance.</p> <p>For classroom use: The paper's purpose or main idea is consistent with the requirements of the assignment.</p>	<p>The paper is generally controlled by one main idea but contains some noticeably irrelevant content, or includes content that adds length without adding substance.</p> <p>For classroom use: The paper's purpose or main idea is not completely consistent with the requirements of the assignment.</p>	<p>The paper has no clear main idea, OR the main idea suggested by the content is at odds with the paper's stated purpose</p> <p>For classroom use: The paper does something other than assigned task and/or entirely misses the point of the assignment.</p>
Development	<p>The paper's claims are supported with appropriate evidence and valid reasoning, and its ideas are elaborated with explanation, demonstration, and/or illustration suited to its audience and purpose. The argument does not include errors of fact or unsupported generalizations. Opinions are clearly distinguished from facts.</p> <p>For classroom use: The paper entirely fulfills the goals of the assignment.</p>	<p>The paper's claims are supported with appropriate evidence and valid reasoning. The argument includes no important errors of fact or unsupported generalizations. Opinions are usually distinguished from facts.</p> <p>For classroom use: The paper completes the task specified by the assignment and includes all of the assignment's required components.</p>	<p>The paper is superficial in its use of evidence, fails to fully explain or support its claims, includes significant errors of fact or unsupported generalizations, or is unclear in distinguishing between fact and opinion.</p> <p>For classroom use: The paper includes all or almost all of the assignment's required components but provides insufficient or superficial development of important components.</p>	<p>The paper is incomplete, does not include evidence, fails to explain or support its claims, includes egregious errors of fact or unsupported generalizations, or fails to distinguish between fact and opinion.</p> <p>For classroom use: The paper is missing important sections of the assignment.</p>
Organization	<p>Ideas are organized into paragraphs, and paragraph breaks are used to indicate shifts in focus. Both within and between sections and paragraphs, ideas are presented in a logical sequence that supports development of the main point. The text makes effective use of sentence structures that indicate and support the organization of ideas.</p>	<p>Paragraphing shows how ideas are related, and paragraph breaks and transitions clearly signal the shift from one idea to another. Both within and between sections and paragraphs, the sequence of ideas is clear although it may not be ideal.</p> <p>For classroom use: The paper follows the structure specified by the assignment or genre (if any).</p>	<p>Either within or between sections and paragraphs, the sequence of ideas is confusing or unclear, and/or grouping and division of ideas into sections and paragraphs does not effectively support the main point.</p> <p>For classroom use: The paper shows some attempt to follow the structure specified by the assignment or genre (if any).</p>	<p>The paper shows little attempt to group like ideas into sections and/or paragraphs or to use paragraph breaks to show shifts in focus. The sequence of ideas shows no clear pattern or is inappropriate to the argument being made.</p> <p>For classroom use: The paper shows little or no attempt to follow the structure specified by the assignment or genre (if any).</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Use of Sources</p>	<p>Outside sources are appropriate to the context and clearly support development of the main idea. The writer effectively distinguishes between source material and the writer's own ideas and clearly indicates the provenance of all source material through correct and effective use of a recognized source-citation system. The writer remains clearly in control of all content, and material from outside sources never substitutes for the writer's own development of ideas.</p>	<p>Outside sources are generally appropriate and source material usually support development of the main idea. The writer adequately distinguishes between source material and the writer's own ideas and indicates the provenance of all source material through correct use of a recognized source citation system.</p> <p>Quotes and paraphrases are effectively built into the writer's own sentences.</p>	<p>Sources are inadequate or inappropriate for the task, or source material is used in an inadequate or ineffective way, or the writing shows noticeable loss of control in its use of quotes, paraphrases, attribution phrases, and/or source citations, or the writer fails to distinguish between source material and the writer's own ideas, or the writer does not correctly use a recognized source citation system to indicate the provenance of source material.</p>	<p>Source material is missing, is inappropriate to the document's main idea, or is used inappropriately; or the paper fails to distinguish between source material and the writer's own ideas and/or fails to indicate the provenance of source material; or quotes and/or paraphrases are largely incoherent.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Style</p>	<p>Sentences are clear, effective, and coherent. Vocabulary is broad, and word choice shows attention to the audience, purpose, and context for writing. Word choice, sentence structure, and tone are appropriate for the context. The paper makes consistently effective use of content-area vocabulary (where appropriate).</p> <p>For assessment: Style is entirely consistent with the paper's purpose and content AND/OR is appropriate for professional or academic settings.</p>	<p>The document gives an overall impression of sentence-level clarity and coherence but may include occasional lapses. Word choice, sentence structure, and tone are generally appropriate for college-level writing. The paper shows consistent effort to use content-area vocabulary appropriately.</p> <p>For assessment: Style is generally consistent with the paper's purpose AND/OR is appropriate for most academic or professional settings.</p>	<p>The document is understandable but is marred by confusing or ineffective sentences, shows frequent lapses of tone, or is written in an overly informal/simplistic or overly elaborate style. Vocabulary is narrow, and/or inappropriately informal/simplistic or excessively grand. Content area vocabulary is absent or is used inappropriately.</p> <p>For assessment: The document's style is marred by frequent use of informal language, incorrect word choice, or informal sentence structure.</p>	<p>Noticeable portions of the document fail to convey their point due to dysfunctions at the sentence level (not just mechanical errors). Vocabulary is frequently inappropriate for college-level writing and/or suggests that the writer is using words s/he does not understand.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Editing</p>	<p>The paper is nearly free of errors of spelling, grammar, punctuation, and word choice.</p> <p>Formatting follows</p> <ol style="list-style-type: none"> 1. the guidelines of the assignment (if any), and/or 2. the formatting conventions of the discipline (if relevant), and/or 3. the formatting conventions of general academic writing. <p>The overall effect is highly professional.</p>	<p>Errors of spelling, grammar, punctuation, or word choice may be present but are not intrusive. Formatting may show occasional lapses, but generally follows the guidelines of the assignment and/or the conventions of general academic writing.</p> <p>The overall effect is appropriate to college-level academic work.</p>	<p>Errors of spelling, grammar, punctuation, or word choice, are frequent, noticeable, and/or intrusive,</p> <p>OR</p> <p>Formatting is flawed enough to make the paper inappropriate for its implied audience and/or purpose, although there is evidence of some attention to formatting.</p>	<p>The writing shows seriously deficient control of sentence mechanics and/or the conventions of written English;</p> <p>AND/OR</p> <p>The paper shows little attempt to follow either the assignment's formatting guidelines (if any) or the formatting conventions of general academic writing.</p>