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| **Criteria** | **Actions for A - Excellent****A - Excellent** | **Actions for B - Good****B - Good** | **Actions for C - Adequate****C - Adequate** | **Actions for D - Needs Improvement****D - Needs Improvement** | **Actions for F - Does Not Meet Criterion****F - Does Not Meet Criterion** |
| Actions for Statement of Purpose:  Students are able to distill a primary purpose into a single, compelling statement.Statement of Purpose: Students are able to distill a primary purpose into a single, compelling statement. | 20 pointsThe essay includes a clear, compelling statement of its thesis, research question, and/or main argument. | 17 pointsThe essay's statement of its purpose is clear but could be strengthened somewhat. | 15 pointsThe essay includes a satisfactory statement of its purpose. | 13 pointsThe essay's statement of purpose needs to be clarified or strengthened significantly. | 10 points The essay does not include a satisfactory statement of its purpose.  The thesis, research question, or main argument of the essay is unclear. |
| Actions for Organization: Students are able to order major points in a reasonable and convincing manner.Organization: Students are able to order major points in a reasonable and convincing manner. | 20 pointsThe essay is organized effectively into an appropriate number of thoughtfully ordered paragraphs, generally including a strong introduction and conclusion. | 17 pointsThe essay is well organized for the most part.  The effectiveness of its organization could be enhanced by more focused paragraphs and/or a stronger introduction or conclusion. | 15 pointsThe organization of the essay is clear, but its paragraph structure may require some revision.  One or more paragraphs may be too long or too short, their main points may be unclear, or an effective introduction or conclusion may be missing. | 13 pointsThe basic structure of the essay is apparent, but its organization does not emphasize its main points or address its overall purpose sufficiently.  Important elements of the paper, including an introduction or a conclusion, may be missing. | 10 pointsThe organization of the essay is not adequate for its purpose.  It may be excessively brief, or essential structural elements may be missing. |
| Actions for Analysis and Argument: Students are able to develop their ideas using appropriate rhetorical patterns (e.g., narration, example, comparison/contrast, classification, cause/effect, and definition) in response to their specific rhetorical situation.Analysis and Argument: Students are able to develop their ideas using appropriate rhetorical patterns (e.g., narration, example, comparison/contrast, classification, cause/effect, and definition) in response to their specific rhetorical situation. | 20 pointsThe essay presents the student's own voice throughout, developing ideas and arguments carefully, thoroughly, and creatively. | 17 pointsThe essay strongly reflects the student's voice, but ideas and arguments may require further development, the interrogation of assumptions, or the consideration of other perspectives. | 15 pointsThe essay clearly expresses the student's own ideas and perspective, but its arguments could benefit from significant further examination and development. | 13 pointsThe student's perspective is evident, but the essay does not develop and explore arguments and ideas sufficiently.  The essay may need to allow significantly more space for the student's own voice. | 10 pointsThe student's own arguments and ideas are not meaningfully developed in the essay. |
| Actions for Grammar and Mechanics: Students are able to employ standard diction, syntax, usage, grammar, and mechanics.Grammar and Mechanics: Students are able to employ standard diction, syntax, usage, grammar, and mechanics. | 20 pointsThe essay demonstrates a mastery of diction, syntax, usage, grammar, and mechanics appropriate to college writing at the sophomore level. | 17 pointsThe essay demonstrates competence in appropriate diction, syntax, grammar, and mechanics but may require some editing with attention to these areas. | 15 pointsThe essay meets expectations with respect to diction, syntax, grammar, and mechanics but may require significant further editing. | 13 pointsThe essay requires significant proofreading and editing. | 10 pointsThe essay does not meet expectations of academic writing at the sophomore level with respect to diction, syntax, grammar, and mechanics. |
| Actions for Use of Sources: Students are able to manage and coordinate basic information gathered from multiple sources.Use of Sources: Students are able to manage and coordinate basic information gathered from multiple sources. | 20 pointsThe essay demonstrates a mastery of source material assigned by the instructor and/or researched by the student.  It draws judiciously and throughly on available information, referencing and citing works appropriately. | 17 pointsThe essay demonstrates a thorough familiarity source material assigned by the instructor and/or researched by the student, referencing and citing works appropriately.  Some information of significance may have been neglected or misunderstood. | 15 pointsThe essay demonstrates an adequate familiarity with its sources, citing and referencing works appropriately.  The essay may need to draw on a broader or more appropriate range of sources, or important information may be missing. | 13 pointsThe essay needs to use and reference sources more effectively.  The essay may not draw on a sufficent source base, quotation may be excessive, or all works may not be cited fully.  | 10 pointsAppropriate use of sources is not evident in the essay.  Essential information from sources may be missing or have been misrepresented, or the essay may not cite and reference its sources.  |
| **Actions for Overall Score****Overall Score** | **Actions for A - Excellent****A - Excellent90 or more** | **Actions for B - Good****B - Good80 or more** | **Actions for C - Adequate****C - Adequate70 or more** | **Actions for D - Needs Improvement****D - Needs Improvement60 or more** | **Actions for F - Does Not Meet Criterion****F - Does Not Meet Criterion0 or more** |