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|  | **Exceeds Expectations** | **Meets Expectations** | **Falls Below Expectations** | **No Credit** |
| Focus | The main purpose is clear. All parts of the paper are clearly related to the main purpose. Thesis, topic sentences, and forecasting statements are used effectively. | The paper is controlled by one main purpose (main idea). The purpose/main idea is appropriate to assignment. | The paper is not successfully controlled by one main purpose, or the main purpose suggested by the content is at odds with the paper’s stated or assigned purpose. Significant portions of content do not fit the assignment. | The paper has no clear main purpose or does something other than assigned task. |
| Development | Evidence and reasoning are entirely appropriate to the audience and purpose and are richly developed. | Evidence and reasoning are adequate to support claims. The assignment is complete. | Support for claims is inadequate or superficial, or significant portions of content are inaccurate in information or reasoning, or parts of the assignment are underdeveloped. | The assignment is incomplete or the paper shows little or no attempt to support claims. |
| Organization | The sequence of ideas supports development of the main idea; transitions and other features are used to reinforce organization. | Ideas are grouped into paragraphs, and paragraph breaks are used to indicate shifts in focus. The sequence of ideas is clear but not necessarily ideal. | The sequence of ideas is often confusing or apparently random, or paragraphing is inadequate. | The sequence of ideas shows no clear pattern. |
| Use of Sources | Source citations are used appropriately. Attribution phrases, if appropriate, are used effectively; source material is effectively integrated into and synthesized in the writer’s own writing. | Source material appropriately supports the writer’s claims or ideas. Source citations are used correctly although occasional errors may occur. | Source material frequently substitutes for the writer’s own development of ideas; some source material is misrepresented; or source citations include frequent or serious errors. | Source material is missing; source material is frequently misrepresented; paper consistently fails to acknowledge and cite sources; or sources are acknowledged but not cited. |
| Style | Sentences are clear, effective, and coherent; vocabulary is broad. Tone, word choice, and syntax are appropriate for the paper’s audience and purpose. | Word choice, sentence structure, and tone are generally successful at communicating the writer’s intentions and are appropriate for college-level writing. | The document is understandable but is marred by confusing, ineffective, or inappropriate sentences; or word choice, sentence structure, or tone are inappropriate for college-level writing. | Noticeable portions of the document fail to convey their point due to dysfunctions at the sentence level. |
| Editing | The paper is nearly free of errors of spelling, grammar, punctuation, word choice, and formatting. | Errors of spelling, grammar, punctuation, word choice, and/or formatting may be present but are not intrusive. | Errors of spelling, grammar, punctuation, or word choice, are frequent, noticeable, and/or intrusive. | The writing shows seriously deficient control of sentence mechanics and/or the conventions of written English. |