	Exceeds Expectations	Meets Expectations	Falls Below Expectations	No Credit
Focus	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 topic sentences, as well as words and phrases that connect the content of individual paragraphs to the overall point of the paragraph, section, or paper.	The paper is controlled by one purpose or main idea, contains only relevant information, and avoids content that adds length without adding substance. Relevance of content to the paper's main purpose is made clear. The paper's purpose or main idea is within the parameters of the assignment.	The paper is not consistently 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 or add length without adding substance.	The paper has no clear main purpose, does something other than assigned task, or entirely misses the point of the assignment.
Development	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. The paper entirely fulfills the goals of the assignment.	Evidence and reasoning are adequate to support claims. 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. The paper completes the task specified by the assignment and includes all of the assignment's required components.	Support for claims is inadequate or superficial or contains significant inaccuracies in information or reasoning, or parts of the assignment are underdeveloped.	Substantive portions of the assignment are incomplete or missing, or the paper shows little or no attempt to support claims. For example, the paper 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.
Organization	The sequence of ideas effectively supports development of the main idea. Paragraphing shows how ideas are related, and paragraph breaks clearly signal shifts in focus. Both within and between sections and paragraphs, ideas are presented in a logical sequence. The text makes effective use of sentence structures that indicate and support the organization of ideas.	Ideas are grouped into paragraphs, and paragraph breaks are used to indicate shifts in focus. Both within and between sections and paragraphs, the sequence of ideas is clear although it may not be ideal. If a structure is dictated by the assignment or genre, the paper successfully uses that structure.	Either within or between sections and paragraphs, the sequence of ideas is frequently confusing or unclear, and/or grouping and division of ideas into sections and paragraphs does not effectively support the main point. The paper shows some attempt to follow the structure specified by the assignment or genre (if any), but is not entirely successful in doing so.	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. The paper shows no attempt to follow the structure required by the assignment or genre (if any).

Use of Sources	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.	Outside sources are generally appropriate and source material supports 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 generally correct use of a recognized source citation system. Source material is integrated into the writer's own sentences.	Source material is inadequate or inappropriate for the task; source material is used in an inadequate or ineffective way; the writing shows noticeable loss of control in using source material, or source material is frequently not integrated into the writer's own sentences. 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. Sources are acknowledged but not fully identified or cited.	Source material required by the assignment is missing; source material is frequently misrepresented or used inappropriately; the paper fails to distinguish between source material and the writer's own ideas; the paper consistently fails to acknowledge sources; and/or material from sources is represented in a largely incoherent way.
Style	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 paper's purpose, audience, and context and/or are appropriate for academic/professional settings. The paper makes consistently effective use of content-area vocabulary appropriate to the subject.	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 successful at communicating the writer's intentions and are appropriate for college-level writing. The paper shows consistent effort to use content-area vocabulary appropriately.	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. The document's style is marred by frequent use of informal language, incorrect word choice, or informal sentence structure.	Noticeable portions of the document fail to convey meaning due to dysfunctions at the sentence level (not just mechanical errors). Word choice frequently suggests that the writer is using words s/he does not understand.
Editing	The paper is nearly free of errors of spelling, grammar, punctuation, and word choice. Formatting follows the guidelines of the assignment (if any), and/or the formatting conventions of the discipline (if relevant), and/or the formatting conventions of general academic writing. The overall effect is polished and professional.	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. The overall effect is appropriate to college-level work.	Errors of spelling, grammar, punctuation, or word choice, are frequent, noticeable, and/or intrusive. Formatting is inappropriate for its implied audience and/or purpose although there is evidence of some attention to formatting.	The writing shows seriously deficient control of sentence mechanics and/or the conventions of written English. The paper shows little attempt to follow either the assignment's formatting guidelines (if any) or the formatting conventions of general academic writing.