

	Exceeds Expectations	Meets Expectations	Falls Below Expectations	No Credit
Focus	The main purpose is clear and the paper makes effective use of thesis, topic sentences, forecasting statements, and words and phrases that connect the content of individual paragraphs to the overall point of the paper.	The paper is controlled by one main purpose (main idea). The purpose/main idea is appropriate to assignment. Relevance of content is made clear.	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 add length without adding substance.	The paper has no clear main purpose or does something other than the 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 contains significant inaccuracies 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 frequently confusing or unclear, or grouping and division of ideas does not effectively support the main point.	The sequence of ideas shows no clear pattern.
Use of Sources	Outside sources appropriately support development of the main idea, and the provenance of all source material is clearly indicated. Source material is effectively integrated into the writer's own sentences.	Source material appropriately supports the writer's claims or ideas. Source citations are generally correct. Source material is usually integrated into the writer's own sentences.	Source material frequently substitutes for the writer's own development of ideas; some source material is misrepresented; source citations include frequent or serious errors, or sources are acknowledged but not fully cited.	Source material is missing; source material is frequently misrepresented; paper consistently fails to acknowledge and cite sources; or source material is represented in a largely incoherent way.
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 frequently 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, word choice, or formatting are frequent, noticeable, and/or intrusive.	The writing shows seriously deficient control of sentence mechanics, the conventions of written English, and/or formatting.

