

Skill/Trait	1 Below Basic	2 Basic	3 Proficient	4 Advanced	5 Superior	Comments
Intro/ Conclusion & Thesis (15)	No attempt to respond to assignment. No analysis or use of secondary source material. Physical project not stated. No tie between research and project.	Introduction does not lead to thesis. Conclusion does not summarize argument, may bring in new information, inappropriately. Lacks a thesis or controlling idea; does not identify learning stretch or connection between project & research.	Adequate introduction and conclusion. May include argument/evidence inappropriately. Focus or controlling idea relevant to assigned topic; may be overly general or not closely linked to content of essay. States physical project, & what will be researched.	Well-developed introduction relevant to thesis and conclusion summarizing argument. Clear and well-defined thesis; asserts purpose of paper; is directly relevant to and addresses all parts of the assignment. Identifies 'stretch', connection between research & project.	Strong introduction leading to thesis and conclusion summarizing information with no new info/argument. Conclusion has "ah-ha" ending. Thesis is clear and cogent; original, w/significant insights into the topic. Clearly states learning stretch & connect how research will assist the project.	
Organization (20)	Lack of organizing principle; lacks paragraphs. Lacks transitions into or indications of outside research material.!	Lacks focus or demonstrates confused, simplistic, and/or representative thinking. Unstructured or disordered; lacks clear beginning, middle, and end. Primary and secondary source material is awkwardly placed or not coherently integrated into paper.!	Some evidence of organization or rhetorical framework; clear beginning, middle, and end. Sources from primary and secondary support student's argument but are too general or not smoothly integrated.	Logical organization; well-developed introduction and conclusion; paragraphs linked to thesis and to each other using effective transitions. Source material from primary and secondary sources are integrated into student's own argument. Is not merely a plot summary, though scheme of organization may revolve around plot.	Logical, creative organization growing naturally from thesis and content. Organized topically as directed. Quotations, summary, and paraphrases are seamlessly introduced, synthesized, analyzed and interpreted. Source material from primary and secondary works is thoroughly and creatively integrated into student's argument.	
Development (25)	Seriously and consistently illogical and/or predicated on false premises. Very serious omissions and errors. Or, not original—may be an uncited summary of print or online study material (e.g. online resource, book, scholarly journal, paper mill resource, or essay written by another student or writer). May be cited essay, in quotes.	Severely underdeveloped; poor sense of paragraphs: paragraphs overly long or short, arbitrarily or illogically ordered, incoherent or not unified; lack of support for ideas; lack of concrete detail; irrelevancies, redundancies, oversimplifications, filler. Abundant "all about" summary of basic info., with errors and omissions.	Uses paragraphs and topic sentences; gives supporting reasons and examples, but may not be sufficiently contextualized, logically reasoned, or fully developed. May not meet length requirement. Relies heavily on basic info. rather than analysis of topic or how research applies to project.	Rhetorical strategies used as necessary (narration, cause & effect, process, etc.); coherent paragraphs, fully developed with supporting reasons, explanations, examples, illustrations, context; generalizations supported with relevant, specific details.	Paragraphs thoroughly developed and linked by organic transitions; graceful use of varied rhetorical strategies; clear contextualization; convincing reasons, explanations, examples, illustrations; concrete, powerful details, apt reasons and well-chosen examples. Learning stretch and tie between research & physical project clearly shown.	

<p>Quality of Information (20)</p>	<p>No research done or obviously inappropriate sources used. Plagiarism; utter lack of argument; lack of detail; absence of interpretation, synthesis, or analysis..</p>	<p>Sources are inappropriate (dubious web page quality, lack of Library materials, insufficient number of sources, outdated or irrelevant sources) for college-level research. Source material is accidentally or intentionally plagiarized (quotations marks not used, insufficient paraphrases); research does not support student's argument; research is not reflected upon or interpreted.</p>	<p>Sources are of acceptable quality and number; may not be the most relevant or current sources; quotations, summary, and paraphrases reflect a good-faith effort at correct designation but are commented upon simplistically.</p>	<p>Sources are of good quality and number; appropriately varied and thorough source material; quotations, summary, and paraphrases are synthesized, analyzed, or interpreted.!</p>	<p>Sources are of the highest quality and are sufficient in number; thorough and creative use of varied source material. Quotations, summary, and paraphrases are deftly synthesized, and analyzed or interpreted.</p>	
<p>Language & Conventions (10)</p>	<p>DICTION: Poor/confused to Incomprehensible. TONE/VOICE: Little or no awareness of audience. SYNTAX: Lack of language proficiency. Confused, unclear meaning. MECHANICS: Numerous grammatical errors and mechanical errors distracting from meaning,</p>	<p>DICTION: Unclear or incoherent writing. TONE/VOICE: Little awareness of audience. SYNTAX: Vague, wordy, confusing, or incomplete sentences. Distracting lack of literary present tense. MECHANICS: Numerous distracting errors; nonstandard English.</p>	<p>DICTION: Clear writing, mostly accurate word choice. TONE/VOICE: Consistent, but little sense of authorial voice. SYNTAX: Complete, mostly correct sentences. Some attempt to use literary present tense. MECHANICS: Free of distracting errors of spelling and punctuation.</p>	<p>DICTION: accurate word choice; concise sentences; some flair. TONE/VOICE: Engaging, lively; some awareness of audience. SYNTAX: Some variety and complexity of sentence structure; free of basic errors such as fragments, run-ons, subject/verb agreement. Literary present tense used (may be a few errors). MECHANICS: Observes conventions of standard written English.</p>	<p>DICTION: Grace and economy of expressions; conscious choice of language; vivid, precise, inventive creative word choice. TONE/VOICE: Authoritative, honest; awareness of audience. SYNTAX: Complexity of sentence structure. Literary present tense consistently used. MECHANICS: Mastery of conventions of edited Standard Written English.</p>	
<p>MLA (10)</p>	<p>Paper in. Length not met. Inadequate prework. Severe deficiencies of quotation formatting, parenthetical citations, and Works Cited entries; entire lack of quotation punctuation, parenthetical citations, and Works Cited list.</p>	<p>Some prework completed. Parenthetical citations are frequently absent or inaccurate; Works Cited page is missing or incomprehensible; many errors or omissions in content and formatting of entries.</p>	<p>Most prework on time. Some minor errors in quotation formatting. Reflects an attempt to follow most recent MLA guidelines. Some content and formatting errors exist in parenthetical references and Works Cited page. Parenthetical references may not coordinate well with Works Cited entries.</p>	<p>Majority of prework on time. Quotations are correctly punctuated and blocked in most instances. Parenthetical citations used appropriately and correctly, according to most recent guidelines. Works Cited page follows most recent MLA guidelines. Minor formatting errors do not deter from comprehensibility of citation; all significant information included.</p>	<p>All prework on time. Quotations correctly punctuated and blocked. Parenthetical citations used appropriately and correctly, according to most recent guidelines. Works Cited page follows most recent MLA guidelines. Very minor, if any, formatting errors.</p>	