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|  | **D:****More weaknesses than strengths;** needs extreme improvement; unacceptable | **C:** **An equal number of strengths and weaknesses;** Needs improvement;acceptable | **B:****More strengths** **than weaknesses;** Good, but needs improvement | **A:** **Mostly strengths; weaknesses so minor that they don’t matter; needs almost no improvement; excellent** |
| Thesis (Claim)10% | **The thesis is:**-- not clearly stated. ---a summary of the paper. -- a statement of fact.-- an unsupportable, subjective opinion -- not arguable/ not taking a standbelow 6 | **Thesis is a claim, but is:**--weak and needs very little support-- unclearly stated and difficult to support.-- Lacks a “because” statement6-7 | **The claim is:**--mostly clear, --supportable, --takes a strong stance-- acts as a guiding principle. --could be more carefully worded7-8 | **The claim is:**clearly stated, used as a guiding principle to organize the material in the essay. The essay strongly supports the claim. The reader feels oriented at all times, and finishes the essay convinced that the claim is fully supported by research materials. 9-10 |
| 30% Structure | **Essay is:**-Disorganized-Difficult to follow, -transitions confusing -Ideas not clearly connected to thesis-Irrelevant material is included.- ideas repeated unnecessarily-- Ideas don’t add up and leading to a clear conclusion **20 and below** | **About Half the time, structure is**OrganizedEasy to followIdeas connected to thesis**But, about half the time, structure is:****🡨 (see left)** 21-24 | **Most of the time** --parts of the essay support the --thesis and are connected to it.--Each part prepares the reader for the next part The reader doesn’t get lost**But, on some occasions,** structure is **🡨(see far left) 24-26** | **Almost always, the structure** isAn elegant progression of ideas that naturally follow each otherEach idea prepares the reader to understand and accept the subsequent ideaThe ideas accumulate, and the reader is prepared to accept the final conclusionEach idea is clearly in support of the thesis.27-30 |
| Tone and Sentence level writing30% | **Almost all sentences have these problems:** -Excess words- words used incorrectly-illogical construction leading to reader’s severe confusion-- (Profound errors in grammar)-casual and informal diction- boring-unnecessarily high diction- reader is bored- unnecessary repetition of words with synonymous meaning **20 and below** | **About half the time, sentences have these qualities:**- easy to understand - no unnecessary words- meaning that is what the writer intends-- Formal language-- grammatically correct (27-30)**BUT About half the time, sentences are:****🡨(see left)**21-24 | **Most of the time, sentences have these good qualities:**- good, easy to understand construction- no excess words- tone consistently formal- no high diction without reason **24-26****But, on some occasions,****🡨(see far left)** | **Almost always, the sentences are:**-Elegantly, creatively worded language to communicate complex meaning to audience in aeasily understandable and pleasurable to read construction of syntax. Given the audience, language is appropriately chosen and effectively used to have maximum persuasive effect. 27-30 |
| Dev elopment of ideas30% | **Almost all of the concepts (ideas) have these problems:**- briefly addressed – described and abandoned- little or no attention given to **alternative** views- little or no **evaluation** of concept- little or no **synthesis** or reflection on relationship with other concepts.- writer does not **produce new ideas****20 and below** | **About half the time, discussion of a concept has these qualities:**- concept is fully described in detail- alternative views included (where relevant)- concept is evaluated - relationship of concept to others in paper is explored- sometimes new ideas are developed**BUT, about half the time, the discussion of concept is****🡨(see left)**21-24 | **Most of the time, sentences have these good qualities:**- good, easy to understand construction- no excess words- tone consistently formal- no high diction without reason-Goes beyond the obvious**But, on some occasions,****🡨(see far left)****24-26** | **Almost always, the paper is a complex exploration of a topic:**- concepts examined in depth, with thoughtful, patient questioning of the idea to go beyond the surface of the topic. - evaluates concepts to weigh and compare their merits --Explains and evaluates alternative viewpoint(s) --Explores relationships between concepts to reach novel and persuasive conclusions.-Writing is insightful, intelligent, and creative in expressing ideas.  |

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| **PENALTIES** |  |  |
|  ALL DRAFTS ARE PRESENT(With revision narrative) | 0 substantially revised drafts (in addition to the final draft) are present- 30% of final gradeOR No revision narrative | 2 drafts (in addition to the final draft) are present - 20% of grade | 1 draft (in addition to the final draft) is present - 10% of grade | All 4 drafts and 1 final draft are presentNo penalty |
| At least 15 sources are **used** | Less than 11 acceptable sources used- 20% of final grade = 10--30% of final grade= 9--40% of final grade =8--30% of final grade =7 | 11-13 acceptable sources used.- 10 % of final grade | 13-15 acceptable sources used- 5% of final grade | 15 or more acceptable sources used no penalty |
| Style manual identified and used | Rarely, if ever, meets style guidelines. (Not including CITATATION of materials within the text- see below).-15% | Sometimes meets style guidelines, but not always. (Not including CITATATION of materials within the text).-10% | Meets guidelines most of the time. (Not including CITATATION of materials within the text.-5% | Meets all style guidelines. This includes proper formatting, grammer, but excludes CITATATION of materials within the text.No penalty |
|  | Works never cited within text.100% penalty. | Works sometimes cited, but not always.-20% | A few times, works not cited.-10% | Works PROPERLY CITED WITHIN TEXT.No penalty |