

| score   | following prompt/<br>task/assignment instructions   | development   | structure/organization  | use of language: style, word use,<br>vocabulary, tone, audience<br>awareness                           | mechanics, spelling, sentence<br>structure, pronouns   |
|---|---|---|---|--|--|
|   | comprehension and use of<br>reading when applicable   | evidence/examples levels of<br>generality/specificity   | thesis, paragraphing,<br>transitioning between<br>paragraphs and sentences,<br>conclusion   |  |  |
|   | accomplishes purpose required<br>(summarizing, analyzing,<br>comparing, persuading,<br>explicating)                               | where applicable:<br>quoting/paraphrasing   |   |  |  |
| <b>4 - exceeds<br/>standard for<br/>college level<br/>writing</b>       | Complete understanding of prompt, addressing all aspects perhaps even in an original way without losing sight of the main purpose | Integrates different kinds of examples (e.g. personal experience, textual, historical or literary references)   | Thesis not only identified and contextualized but also dimension added to prompt or task by expert movement from general to specific statements                   | Sophisticated vocabulary used accurately; varied word choice   | Varied and complex sentence structures   |
|   | Skillful execution of task  | <b>where applicable:</b> Accurate quoting and paraphrasing and use of signal phrases to introduce them  | Uses complex transitions effectively  | Tone appropriate to task, audience, purpose  | Few and minor grammatical errors and none that interfere with readers' comprehension   |
|   | Understands reading and can "deepen" the points it considers  |   |   | Appropriate perhaps inventive style<br><br>Obvious familiarity with academic phrasing                  |  |
| <b>3 - meets standard<br/>for college level<br/>writing</b>             | Understands and addresses most if not all of task/prompt  | Uses personal examples as evidence but few other types  | Thesis is identified and grounded in language of prompt or task and moves from general to specific  | Commonplace word usage   | Some grammatical errors when writer attempts complex structures, but errors are not repetitive and do not interfere with comprehension |
|   | Understands gist of reading   | <b>Where applicable:</b> Accurate quoting and paraphrasing  | Uses transitions but unevenly<br><br>Organization is evident if not sophisticated; format is often typical 5 paragraph essay                                      | Unskillful attempts to use sophisticated vocabulary<br><br>Style or tone standard for academic writing |  |
| <b>2 - approaching<br/>standard for<br/>college level<br/>writing</b>   | Superficially addresses task or doesn't execute the purpose called for  | Attempts at examples but they're illogical, irrelevant, and/or repetitive   | Thesis is identified but not contextualized   | Language or tone too informal for academic audience  | Global errors, especially with verb tenses, agreement, and sentence structures   |
|   | Understands gist of reading but misrepresents or misunderstands some details  | More than one level of generality but still examples still vague, repetitive, redundant, pointless<br><br><b>Where applicable:</b> Inaccurate quoting or paraphrasing | Ideas chunked in distinct paragraphs but not connected one to the other<br><br>Transitions inappropriate or non-existing<br><br>Unity within paragraphs is faulty | Basic word choices   | Errors sometimes interfere with comprehension  |
| <b>1 - does not meet<br/>standard for<br/>college level<br/>writing</b> | Doesn't address task or follow instructions   | No examples outside of what's given in prompt or the reading/ No movement from general to specific  | Few if any transitions/ Little if any paragraphing  | No awareness of interface between audience and language and tone                                       | Unclear pronoun reference, agreement errors, fragment, run-ons, and other sentence structure errors                                    |
|   | If a reading is supplied, misunderstands or misrepresents the gist of the reading   | <b>Where applicable:</b> no distinction between quoting and paraphrasing; possible plagiarism   | No apparent point or thesis   | Repetitive or inaccurate vocabulary choices  | Grammatical errors impede comprehension of writer's ideas  |