

Area	Characteristics – Type of Writer (GRADE)			
	Negligible – Exceptional (A)	Minor – Strong (B)	Intermittent – Capable (C)	Numerous – Developing (D/F)
Directions (20%)	Followed and completed all directions / requirements in detail. Strong evidence of time and effort.	Followed and completed all directions / requirements. One or two minor details are missing.	Followed and completed majority of directions and requirements. Adequate evidence of time and effort.	Partially followed and completed directions and requirements. Little to no evidence of time/effort.
Content and Developm ent (40%)	Paper consistently, clearly, and effectively argues a focused thesis; claims are supported by quotations, examples, and details; writer demonstrates understanding of topic's complexity and opposing points of view; proposes and responds to several counter arguments.	Paper consistently and clearly argues thesis, but the thesis could be more focused; most claims are supported by quotations, examples, and details; writer demonstrates basic understanding of topic's complexity and opposing points of view; proposes and responds to at least one counter argument.	Paper inconsistently argues thesis; thesis is unfocused; some claims are supported by quotations, examples, and details; writer demonstrates incomplete understanding of topic's complexity and opposing points of view; proposes but does not respond to counter arguments.	Paper does not argue a thesis; few claims are supported by quotations, examples, and details; writer demonstrates no understanding of topic's complexity and opposing points of view; fails to propose and respond to counter arguments.

Organization (20%)	Introduction establishes context and purpose; paragraphs are controlled by topic sentences and connected with smooth transitions; paper moves logically toward conclusion, which moves beyond the introduction by discussing application, implications, and/or significance.	Introduction establishes context and purpose; most paragraphs are controlled by topic sentences and most paragraphs are connected with smooth transitions; with the exception of one or two detours, paper moves logically toward conclusion, which attempts to move beyond the introduction.	Introduction only partially establishes context and purpose; some paragraphs are controlled by topic sentences, and some paragraphs are connected with smooth transitions; paper does not move logically toward conclusion, and conclusion simply restates introduction.	Introduction does not establish context and purpose; few paragraphs are controlled by topic sentences, and few paragraphs are connected with smooth transitions; paper lacks identifiable conclusion.
Writing Style and Conventions (20%)	Paper demonstrates economy and eloquence in phrasing, a sense of rhythm, a variation of sentence structure, subtle diction, negligible errors in spelling or grammar	Paper demonstrates generally correct language; some cliché, some lack of precision, some lack of eloquence; a few grammar or spelling errors; perhaps monotonous or slightly verbose.	Errors in grammar, poor word choice, poorly proofread; little variety in sentence structure; verbose; monotonous.	Egregiously sloppy; numerous spelling and grammar errors; not proofread; rambling.