

SKILL AREA	10 (Advanced)	8 (Exceptional)	7 (Meets Expectations)	6 (Developing)	5 (Needs Improvement)	Score
<p><u>Organization</u></p> <p>Introduction Thesis Body paragraphs with Paragraph Topics Transitions Conclusion</p>	<ul style="list-style-type: none"> • Thesis provides original insight; it is tailored to fit the assignment • Paragraph topics support thesis very effectively; they are discernable from thesis • Well crafted introduction and conclusion • Fluent use of transitions • Research format is used well (page length, header etc.) 	<ul style="list-style-type: none"> • Thesis attempts some original insight and fits the assignment • Paragraph topics support thesis; they are discernable from the thesis • Valid introduction and conclusion • Most transitions are used fluently • Research format is used correctly 	<ul style="list-style-type: none"> • Thesis is conventional; but fits assignment • Topic sentences are clearly discernable from the thesis and support the thesis • Conventional introduction and conclusion • Transitions are evident, but not fluent • Format contains problems 	<ul style="list-style-type: none"> • Thesis is unclear • Topic sentences are missing or not relevant • Introduction and conclusion are deficient • Transitions are infrequently used or often ineffective • Format contains major problems 	<ul style="list-style-type: none"> • No discernable thesis • No paragraph topics • Poor introduction and conclusion • Transitions are not used or very ineffective • Format has major problems and/or not used. 	
<p><u>Development</u></p> <p>Ideas Support Topics Relevant Examples Sufficient Examples</p>	<ul style="list-style-type: none"> • Examples/Ideas are varied, interesting and relevant to the topic paragraphs (personal and/or from other sources) • A sufficient number of ideas reflect unity • Internal citations and a reference section are used in the correct format 	<ul style="list-style-type: none"> • Examples are somewhat varied, interesting and relevant to the topic paragraphs (personal and/or from other sources) • A sufficient number of ideas reflect unity • Internal citations and a reference section are close to the correct format 	<ul style="list-style-type: none"> • Examples are often predictable or mechanical (personal and/or from other sources) • Internal citations and a reference section are included (not in the correct format) 	<ul style="list-style-type: none"> • Examples are often not relevant to the topic (personal and/or from other sources) • Internal citations are used sporadically (not in the correct format) and the reference section not in the correct format 	<ul style="list-style-type: none"> • Examples are missing or irrelevant (personal and/or from other sources) • Essay lacks unity • Internal citations and a reference are not used 	
<p><u>Style/Communication</u></p> <p>Voice Audience Transitions Word Choice Sentence Structure</p>	<ul style="list-style-type: none"> • Sentence structure is varied, interesting, and fluent • Transitions are subtle, varied and smooth • Word choice is engaging and dynamic • Voice is original, honest, powerful 	<ul style="list-style-type: none"> • Sentence structure is often varied, interesting and fluent • Attempts to use subtle, varied, smooth transitions • Word choice is vivid and precise • Voice often powerful 	<ul style="list-style-type: none"> • Sentences are adequate, but mechanical • Transitions are conventional • Word choice is predictable, lack-luster • Voice is also predictable or generic 	<ul style="list-style-type: none"> • Sentence structure is mundane or repetitious • Transitions are missing or ineffective • Word choice is ambiguous, vague, or inappropriate • Voice is not discernable 	<p>Sentence structure is incoherent</p> <ul style="list-style-type: none"> • Transitions are missing • Word choice is ambiguous, vague, or inappropriate • Lacks voice 	
<p><u>Grammar/Mechanics</u></p> <p>Punctuation Spelling Grammar (see reverse side for specific list of all grammar/mechanics criteria)</p>	<ul style="list-style-type: none"> • Grammatical/mechanical errors are so insignificant and infrequent, they do not distract from the readability or effectiveness of the essay • Effective Proofreading (not just spell check) is evident 	<ul style="list-style-type: none"> • Grammatical/mechanical errors occasionally distract from the readability or effectiveness of the essay • Proofreading appears 	<ul style="list-style-type: none"> • No major errors in standard mechanics or standard syntax/grammar • Errors are noticeable • Problems with proofreading are found 	<ul style="list-style-type: none"> • Frequent errors in standard mechanics or syntax/grammar interrupt readability or effectiveness • Ineffective use of proofreading. 	<ul style="list-style-type: none"> • Major, distracting errors in standard mechanics or syntax/grammar interfere with meaning and readability <p>Evidence of proofreading is lacking or not evident.</p>	
<p>Comments:</p>					<p>Total (x 2.5) =</p>	

GRAMMAR ERRORS

- Run-On
- Fragment
- Subject/Verb Agreement
- Pronoun Reference & Case
- Verb Tense Shift
- Point of View Shift

MECHANICAL ERRORS

- Spelling
- Comma Splice
- Comma Error:
 - Dates
 - Places
 - Appositive Clause
 - Nonrestrictive Clause
 - Prepositional Phrase
 - Introductory Phrase
 - Direct Address
- Semicolon
- Colon
- Quotation Marks
- Dash
- Hyphen
- Underlining
- Capitalization
- Parenthetical Citation
- Works Cited Format

Numerical Point Equivalent

Grade	Numerical Equivalent	Errors per 10 page paper	Errors per 9 page paper	Errors per 8 page paper	Errors per 7 page paper	Errors per 6 page paper	Errors per 5 page paper	Errors per 4 page paper	Errors per 3 page paper	Errors per 2 page paper	Errors per 1 page paper
A+	10	6	5	4	3	2	1	0	0	0	0
A	9.5	7	6	5	4	3	2	1	0	0	0
A-	9	8	7	6	5	4	3	2	1	0	0
B+	8.9	9	8	7	6	5	4	3	2	1	0
B	8.5	10	9	8	7	6	5	4	3	2	1
B-	8	11	10	9	8	7	6	5	4	3	2
C+	7.9	12	11	10	9	8	7	6	5	4	3
C	7.5	13	12	11	10	9	8	7	6	5	4
C-	7	14	13	12	11	10	9	8	7	6	5
D+	6.9	15	14	13	12	11	10	9	8	7	6
D	6.5	16	15	14	13	12	11	10	9	8	7
D-	6	17	16	15	14	13	12	11	10	9	8
F	5	18	17	16	15	14	13	12	11	10	9
Any section with the following # of errors is an F		19	18	17	16	15	14	13	12	11	10

**Significant errors (worth one point each) will be addressed at the instructor's discretion. Use the grid below to average each of the five required essays.*

SKILL AREA	#1	#2	#3	#4	#5
Organization					
Development					
Style Communication					
Grammar Mechanics					
Average/ Grade					