

# Explanation of Levels for the Writing Scoring Guide

	Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations	
<b>Focus</b>	Clear purpose. Engaging and full development of a clear thesis.	Evident purpose. Thesis represents sound and adequate understanding of the assigned topic.	Unclear purpose. Thesis is weak, unclear, too broad, or only indirectly supported.	No evident purpose. Thesis is missing or not discernible.	
	Paper is appropriate for assignment.	Paper is appropriate for assignment.	Paper mostly meets the assignment.	Confusion or misunderstanding of assignment.	
	Above average sophistication and expression of ideas.	Competent and well-developed ideas.	Mostly intelligible ideas.	Ideas are extremely simplistic or poorly defined.	
	Adds significant value to target audience.	Adds adequate value to target audience.	Adds minimal value to target audience.	Adds little to no value to target audience.	
	Effectively anticipates and answers reader's questions.	Reader's questions are mostly answered.	Reader is left with questions; more information needed to "fill in the blanks."	Reader is confused.	
<b>Support</b>	Substantial, logical, and concrete development of ideas. Assumptions are made explicit.	Solid reasoning. Assumptions are usually recognized and made explicit.	Less than original reasoning. Assumptions are not always recognized or made explicit.	Unclear or illogical reasoning. Faulty assumptions, inappropriate or off-topic generalizations, errors of fact.	
	Main points are sufficiently supported with evidence. Details are germane, original, and convincingly interpreted.	Ideas mostly supported with sound, valid, and logical evidence. Details are adequate, mostly relevant, and usually interpreted.	Somewhat obvious support that may be too broad. Details are too general, not interpreted, or inappropriately repetitive.	Simplistic, undeveloped, or cryptic support for ideas. Details are irrelevant to thesis or missing altogether.	
	<b>Organization</b>	Logical and effective sequencing. Effective paragraph breaks.	Mostly logical sequencing. Ideas are divided into appropriate paragraphs.	Some random sequencing or misplaced ideas. Some ineffective paragraph breaks.	Completely random sequencing. Little, no, or inappropriate paragraph breaks.
		Logical transitions show relationship between paragraphs. Structure enhances purpose and audience.	Transitions adequately connect the ideas among paragraphs. Structure matches purpose and audience.	Transitions are weak or ineffective. Awkward structure makes understanding difficult.	Transitions are nonexistent. Structure not recognizable.

<b>Mechanics and Style</b>	Precise prose style.	Prose style could be refined in a few places.	Prose style is distracting.	Jargon, clichés, or redundancy distracts reader.
	Varied (but not apparently so) sentence structures.	Varied sentence structures.	Mostly varied sentence structures.	Little variance in sentence style or length.
	Standard English throughout paper.	Standard English with few exceptions.	Some poor usage of Standard English somewhat inhibits understanding.	Non-Standard English usage inhibits understanding.
	Correct spelling and accurate punctuation.	Spelling and punctuation are mostly correct.	Noticeable errors in spelling and punctuation.	Frequent spelling and punctuation errors.
	Grammar and usage are correct and contribute to clarity and style.	Grammar and usage are mostly correct.	Grammar and usage errors are serious but not enough to disguise meaning.	Grammar and usage errors seriously affect flow and meaning.
	Very little editing necessary.	Some editing necessary.	Moderate editing necessary.	Extensive editing necessary.
<b>Professional Standards</b>	Uses sources to support, extend, and inform, but not to substitute for writer's own development of ideas.	Sources are not substituted for writer's own development of ideas.	Uses sources as gap-fillers or to substitute for original thought.	Lacks sources to support or develop ideas.
	Combines material from a variety of appropriate sources.	Uses adequate number and types of sources.	Uses some relevant sources.	Neglects important sources.
	Uses quotations appropriately.	Doesn't overuse quotations.	Quotations and paraphrases are too long or inconsistently referenced.	Overuses quotations or paraphrases to substitute for writer's own ideas.
	Follows style guide at all times.	Follows style guide consistently.	Follows style guide most of the time.	Little to no adherence to style guide is detectable.
	All citations are correct and clear. They appear when needed and refer to an appropriate source.	Most citations are correct and clear. Appropriate citations are present when needed.	Most citations are clear and correct. Citations are present when needed.	Citations are mostly incorrect or missing, or some content is plagiarized.
	Error-free references page.	Few errors on references page.	Several errors on references page.	References page is mostly incorrect or is missing.
<b>Discipline-Specific Elements</b>	(To be left blank for professors to fill in with appropriate criteria.)			