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| **Assignment #5: Documented Essay** | **Excellent**  (Writer responds thoughtfully and creatively) | **Good**  (Writer responds fully) | **Fair**  (Writer responds mostly competently) | **Needs Work**  (Writer responds incompletely) |
| **Context** | Clear and engaging articulation of context and purpose in the introduction | Adequate articulation of context and purpose in the introduction | Somewhat inadequate articulation of context and purpose in the introduction | Inadequate articulation of context and purpose in the introduction |
|  | - Thesis makes a clear, original question about the topic that goes beyond what we read in class  - Topic is focused  - Introduction skillfully forecasts main points of essay | - Thesis makes a mostly clear question about the topic or only goes somewhat beyond what we read in class  - Topic is somewhat focused  - Introduction clearly forecasts main points of essay | - Thesis makes an unclear or confusing question about the topic or stays near what we read in class  - Topic is somewhat unfocused or somewhat broad/narrow  - Introduction forecasts main points of essay in unclear way | - Thesis is very unclear or missing entirely that replicates what we discussed in class  - Topic is unfocused and too broad/narrow  - Introduction does not forecast main points of essay |
| **Substance** | Content is well selected and developed; focus is clear and audience’s needs are accounted for: | Content is mostly well selected and developed; focus is mostly clear and audience’s needs are mostly accounted for: | Content is somewhat poorly selected and developed; focus is somewhat unclear and audience needs are not well accounted for: | Content is poorly selected and developed;  focus is unclear and audience needs are not accounted for: |
|  | - Writer fully develops concrete details (e.g., quotations, summaries, paraphrases) that answer research question in relevant way  - Writer clearly anticipates audience needs and expectations.  - Outside sources are used in thoughtful and well-selected way | - Writer develops concrete details (e.g., quotations, summaries, paraphrases) that answer research question in mostly relevant way  - Writer anticipates audience needs and expectations  - Outside sources are used in a mostly thoughtful and well-selected way | - Writer develops concrete details (e.g., quotations, summaries, paraphrases) that somewhat answer the research question  - Writer somewhat anticipates audience needs and expectations  - Outside sources are used in a somewhat thoughtful and well-selected way | - Writer does not develop concrete details (e.g., quotations, summaries, paraphrases) that answer the research question  - Writer does not anticipate audience needs and expectations  - Outside sources are used in an careless and poorly-selected way |
| **Organization** | Organization is audience-oriented, appropriate to topic and emphasis, and is somewhat original; shows attention to audience needs: | Organization is mostly audience-oriented, appropriate to topic and emphasis, and conventional; shows some attention to audience needs: | Organization of paper is more writer-oriented, creating difficulty for the audience: | Organization is writer-oriented, which impedes the audience’s movement through the paper: |
|  | - Essay is organized in a logical and engaging or innovative way  - Writer uses topic sentences and transitions to subtly and clearly move the reader through the essay  - Each paragraph focuses on one main idea/concept | - Essay is organized in a logical way  - Writer uses topic sentences and transitions to clearly move the reader through the essay  - Almost each paragraph focuses on one main idea/concept | - Essay is organized in a sometimes logical and confusing way  - Writer uses some topic sentences and transitions to move the reader through the essay in a sometimes confusing way  - Paragraphs sometime focus on one main idea/concept | - Essay is organized in an illogical and confusing way  - Writer does not use topic sentences and transitions, so moving through the paper is confusing  - Paragraphs frequently focus on more than one main idea/concept |
| **Style** | Style is particularly well suited for topic and audience: | Style is conventional: | Style interferes with clarity in some places: | Style significantly detracts from clarity: |
|  | - Writing is clear, fluid, and mature.  - Precise, vivid and appropriate word choice.  - Sentences varied; subordination and coordination used effectively.  - Assignment is free from sentence-level and word-level errors, and passive voice.  - Assignment is free from basic “don't”s of academic writing (“do”s and “don’t”s sheet) | - Writing is understandable and competent  - Mostly precise and vivid word choice.  - Mostly varied sentence structures; mostly well used subordination and coordination  - Assignment has a few sentence- and/or word-level errors, or passive voice.  - Assignment has a few basic “don't”s of academic writing (“do”s and “don’t”s sheet) | - Writing is vague and disjointed.  - Some sentences are structurally varied with some vivid word choice.  - Assignment has several sentence-level and/or word-level errors, or passive voice.  - Assignment has several basic “don't”s of academic writing (“do”s and “don’t”s sheet) | - Writing is confusing with conventional word choice.  - Sentences are structured similarly and/or are simple sentences.  - Sentence-level and/or word-level errors impede reader’s understanding, paper contains many instances of passive voice.  - Assignment has many basic “don't”s of academic writing (“do”s and “don’t”s sheet) |
| **Delivery** | Innovative accommodation of conventions; audience expectations are carefully accounted for: | Adequate accommodation of conventions; audience expectations and processing are mostly accounted for: | Some problems with audience first impressions; inadequate proofreading interferes in places with audience processing: | Delivery choices distract from paper and interfere with audience expectations and processing: |
|  | - Paper is formatted correctly following MLA style.  - In-text and end-of-text citations follow correct MLA style. | - Paper is mostly formatted correctly following MLA style.  - In-text and end-of-text citations mostly follow correct MLA style. | - Paper is formatted somewhat incorrectly following MLA style.  - In-text and end-of-text citations only somewhat follow correct MLA style. | - Paper is formatted incorrectly following MLA style.  - In-text and end-of-text citations may be entirely missing. |