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| --- | --- | --- | --- | --- | --- |
| **Categories and****Qualities** | **Excellent/A****Max points possible 12** |  **Proficient/B****Max points possible 10** | **Competent/C****Max points possible 9** | **Novice/F****Max points possible 7** |  |
| **Content**Develops an essay that presents a **focused response to the writing assignment**, making **appropriate and coherent connections** among all parts of the assignment. | **4**Addresses the writing assignment fully, analytically, and perhaps critically or imaginatively with superior focus and coherence. | **3**Addresses all parts of the writing assignment with adequate focus and coherence throughout. | **3**Addresses all or most parts of the writing assignment adequately, but focus may lapse briefly or connection may be missing. | **2**Addresses some parts of the writing assignment **or** addresses all parts superficially; focus or coherence may break down at several points. |  |
| **Development**Ideas are **clearly organized**, paragraphs presents a **clear purpose** with **appropriate explanations and illustrations.** | **3**Astute analysis and perceptive explanations of ideas and observations. Effective and compelling use of references from the writer’s readings and own experiences as supporting examples and illustrations. | **2**Explains ideas and assertions completely with adequate and relevant use of support from the writer’s readings and experiences. | **2**Explains ideas and assertions fully, although discussion may lapse in focus or supporting examples may be weakly connected or at times incomplete or irrelevant. | **2**Some ideas in paragraphs may be connected, but explanation or clarification may be weak or missing; use of examples may be incomplete, irrelevant or missing. |  |
| **Documentation & Reading Comprehension****Incorporates**, as support for own thoughts, **references** to the texts, **identifying the sources** formally or informally.Demonstrates understanding of the texts through **summary**, **analysis and explanation** of relevant material. | **3**Makes insightful connections and distinctions between readings and own ideas; integrates references smoothly into own essay and identifies them consistently and correctly.Demonstrates superior and perhaps critical understanding of readings through accurate summary, full explanation, and insightful analysis of relevant sections. | **3**Makes and explains appropriate connections between readings and own ideas, identifies references consistently and correctly.Demonstrates overall understanding of readings through appropriate summary and explanation, with some analysis. | **2**Makes some connections between readings and own ideas but they may not all be appropriate or adequately explained; identifies most references consistently and correctly.Demonstrates generally accurate understanding of readings although summary or explanation may be incomplete or not fully relevant. | **2**Makes few or unwarranted connections between readings and own ideas; may identify references inconsistently or incorrectly. Demonstrates partial understanding of the readings through summary or explanation, but understanding is flawed or explanation is incomplete. |  |
| **Language**Communicates **clearly and effectively with a minimum of clutter**, using appropriate conventions of language (e.g., **grammar, spelling, punctuation**). | **2**Communicates with precision and enhanced expression through highly effective use of vocabulary and sentence variety; infrequent, if any, lapses in use of conventions. | **2**Communicates clearly throughout the essay; sentences may contain some lapses in use of conventions, but these rarely impede comprehension. | **2**Generally communicates clearly throughout the essay although lapses in use of conventions may at times impede comprehension or prove distracting. | **1**Communicates clearly at times, showing some ability to use conventions, but whole sections are unclear or errors frequently impede comprehension. |  |
| **Total** |  |  |

**Created by Dr. Robin Ford 2013**