<table>
<thead>
<tr>
<th>Category</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>
| 1. Clarity/Style         | • Writing engages reader and enhances his/her understanding of the topic  
• Vocabulary & sentence structure are sophisticated and appropriate for the topic, discipline, and intended audience. | • Writing enables reader to understand ideas with little or no re-reading.  
• Vocabulary and sentence structure are adequate, especially for discipline, but may lack sophistication.  
• Writer avoids redundancy. | • Writing requires reader to frequently re-read in order to understand ideas or writing is so confusing that reader fails completely to understand ideas.  
• Simplistic word choice limits description and/or expression.  
• Redundancies distract and confuse reader. | | |
| 2. Organization/Fluidity| • Writing clearly demonstrates an effective pattern of organization that facilitates the reader’s understanding.  
• Papers have an effective beginning, sophisticated development, and thoughtful conclusion.  
• Writer employs clear and appropriate transitions.  
• Paragraphs reflect appropriate and mature levels of thought and development. | • Writing follows an appropriate pattern of organization.  
• Overall unity and coherence are adequate  
• Some connections and transitions may be unclear.  
• Paragraphs reflect adequate levels of thought and development. | • Writing’s overall structure lacks coherence.  
• Organization of ideas may be confusing.  
• Transitions are awkward or absent.  
• Insufficient development of paragraphs. Poorly developed | | |
| 3. Explanation/Evidence  | • Main points clearly stated and well advanced.  
• Statements substantially supported with compelling evidence. | • Main points adequately stated  
• Statements sufficiently supported with relevant evidence. | • Main points not clearly stated.  
• Statements insufficiently supported or supported with irrelevant evidence. | | |
| 4. Critical Thinking     | • Insightful, well-articulated analysis, synthesis, and critique of the subject.  
• Sustains a well-focused analysis, connecting ideas in a sophisticated and logical manner.  
• Thoughtfully considers multiple viewpoints/positions where appropriate. | • Cogent, clear analysis, synthesis, and critique of the subject.  
• Connects ideas logically.  
• Identifies multiple viewpoints where appropriate. | • Superficial and/or poorly articulated analysis of subject.  
• Fails to connect ideas logically.  
• Ignores or superficially evaluates multiple viewpoints. | | |
| 5. Research Techniques   | • Adeptly uses appropriate materials from a variety of resources to support ideas  
• Consistently employs a standard documentation style. | • Adequately uses appropriate materials from a variety of resources to support ideas  
• Employs a standard documentation style with few errors. | • Fails to select and synthesize appropriate resources  
• Makes significant errors in documentation style. | | |
| 6. Mechanics/Usage       | • Sophisticated use of grammatical conventions  
• Writing is virtually free from the kinds of errors that distract from meaning and readability. | • Grammatical structures are generally appropriate, although not necessarily perfect.  
• Occasional errors may distract from meaning and readability. | • Grammatical errors are so obtrusive that readers are seriously distracted by them. | | |