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|  | Competent: Exceeds Expectations - 4 pts | Competent: Meets Expectations - 3pts | Progressing - 2 pts | Unsatisfactory - 1 pt | Insufficient - 0 pts |
| Focus/Thesis | The thesis is clear, engaging, well developed, and is suited to the assignment guidelines. Focus remains consistent and engaging. throughout | The thesis is focused, clear, well developed, and is suited to the assignment guidelines. | The the thesis is mostly clear and supported with some shift in focus. | Vague focus with little or no concrete thesis. | Insufficient understanding of thesis or any controlling idea. |
| Support | Relevant evidence and/or examples provide support and generate reader interest; | Adequate support and examples relevant to main ideas | Minimal or inconsistent support | Lack of sufficient relevant support | Complete lack of support with some rambling and/or content drift. |
| Organization | Organization is easy to follow and flows smoothly; paragraphs are well developed and linked with appropriate transitions | Organization is consistent; might need work on transitions and keeping paragraph length manageable. | Organization is spotty or inconsistent. Paragraphs need work. Transitions clumsy or distracting. | Organization distracts from readability. Paragraphs unwieldy. No evidence of transitions. | Message hard to understand due to lack of organization and paragraph continuity. |
| Sense of Audience/ Tone | Clear understanding of audience and appropriate tone | Awareness of audience and tone. Mostly appropriate. | Some misunderstanding of audience and tone not entirely accurate for assignment. | Little or no understanding of audience and tone. Misunderstanding of assignment. | Complete lack of awareness regarding appropriate audience and tone for assignment. |
| Sentence Structure/ Grammar | Rich,varied sentence style and length throughout | Small errors if any. Smooth, varied sentence style. | Adherence to redundant sentence pattern, some errors in syntax | Frequent errors, lack of variety in sentence style | Fragments, run-ons, consistent inability to write complete sentences. |
| Mechanics | Free of errors in spelling, punctuation, capitalization. Clear understanding of appropriate formatting for assignment. | Few simple spelling, punctuation, or capitalization errors and general understanding of proper formatting. | Assortment of punctuation, capitalization, spelling errors. Attempt at appropriate formatting for assignment. | Frequent errors in punctuation, capitalization, and spelling which distract from overall message and meaning | Overwhelming errors in spelling capitalization and punctuation. Formatting inappropriate for assignment |
| Vocabulary/ Language | Rich vocabulary and effective word choice. Overall pleasurable effect. | Generally good vocabulary and effective word choice. Satisfying effect. | Adequate vocabulary and generally accurate word choice. Some room for improvement. | Some errors with language but does not detract from general understanding of concepts. | Difficulty communicating due to poor understanding of appropriate language. |
| MLA Formatting | MLA formatting is free from all errors | MLA formatting shows only four errors. | Adequate understanding of MLA formatting is shown here. There might be a lot of small errors but we get the sense that the students understands how to implement the MLA format. | Inconsistent application of MLA formatting reveals that the student does not yet really understand the MLA format. | No clear sense of MLA format is shown. |

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