

## Assessment Guidelines

**W**e have included the assessment criteria that writing program instructors will use to evaluate your work. These criteria should give you a sense of the types of features that matter most in your writing. You'll see that we use different criteria to assess different assignments. There is also some overlap between assessment grids. Use these documents as a way of understanding what you should focus on as you compose your essays. Please also notice that the language of the assessment criteria looks for *consistency* above all else. The more consistent you are in realizing these criteria, the more successful your essays will become.

## Assessment Standards: English 1310

### Argument Description

	Accomplished (5)	Emerging (4)	Average (3)	Below Average (2)	Failing (1)
<b>Purpose</b>	Identifies an argumentative purpose and describes its main points. Argumentative focus is consistently maintained throughout the essay.	Indicates an argumentative purpose and describes most of its main points. Argumentative focus is often maintained throughout the essay.	Suggests an argumentative purpose and describes some of its main points. Argumentative focus is occasionally maintained throughout the essay.	Hints at an argumentative purpose and describes a few of its main points. Argumentative focus is rarely maintained throughout the essay.	Fails to identify an argumentative purpose and does not describe the main points. Argumentative focus is not maintained throughout the essay.
<b>Coherence</b>	The essay <b>consistently</b> unfolds in a logical manner. The essay consistently demonstrates an ability to connect the main points to the argumentative purpose.	The essay <b>often</b> unfolds in a logical manner. The essay often demonstrates an ability to connect the main points to the argumentative purpose.	The essay <b>occasionally</b> unfolds in a logical manner. The essay occasionally demonstrates an ability to connect the main points to the argumentative purpose.	The essay <b>rarely</b> unfolds in a logical manner. The essay rarely demonstrates an ability to connect the main points to the argumentative purpose.	The essay <b>does not</b> unfold in a logical manner. The essay does not demonstrate an ability to connect the main points to the argumentative purpose.
<b>Insight</b>	The essay <b>consistently</b> draws insightful descriptions from examples that are specific and relevant to the argumentative purpose.	The essay <b>often</b> draws insightful descriptions from examples that are specific and relevant to the argumentative purpose.	The essay <b>occasionally</b> draws insightful descriptions from examples that are specific and relevant to the argumentative purpose.	The essay <b>rarely</b> draws insightful descriptions from examples that are specific and relevant to the argumentative purpose.	The essay <b>does not</b> draw insightful descriptions from examples that are specific and relevant to the argumentative purpose.
<b>Convention</b>	The essay <b>consistently</b> demonstrates an ability to utilize the conventions of academic prose, which include spelling, formatting, mechanical correctness, and citation practices.	The essay <b>often</b> demonstrates an ability to utilize the conventions of academic prose, which include spelling, formatting, mechanical correctness, and citation practices.	The essay <b>occasionally</b> demonstrates an ability to utilize the conventions of academic prose, which include spelling, formatting, mechanical correctness, and citation practices.	The essay <b>rarely</b> demonstrates an ability to utilize the conventions of academic prose, which include spelling, formatting, mechanical correctness, and citation practices.	The essay <b>does not</b> demonstrate an ability to utilize the conventions of academic prose, which include spelling, formatting, mechanical correctness, and citation practices.

## Argument Analysis/Revision

	Accomplished (5)	Emerging (4)	Average (3)	Below Average (2)	Failing (1)
<b>Description</b>	Describes an ethical problem that is <b>consistent</b> with the chapter or essay's argument.	Describes an ethical problem that is <b>mostly consistent</b> with the chosen essay's argument.	Describes an ethical problem that is <b>partially consistent</b> with the chosen essay's argument.	Describes an ethical problem that is <b>rarely consistent</b> with the chosen essay's argument.	Describes an ethical problem that is <b>not consistent</b> with the chosen essay's argument.
<b>Analysis</b>	Analyzes the ethical problem in a manner that is <b>consistent</b> with the essay's argument.	Analyzes the ethical problem in a manner that is <b>mostly consistent</b> with the essay's argument.	Analyzes the ethical problem in a manner that is <b>partially consistent</b> with the essay's argument.	Analyzes the ethical problem in a manner that is <b>rarely consistent</b> with the essay's argument.	Analyzes the ethical problem in a manner that is <b>not consistent</b> with the essay's argument.
<b>Planning</b>	Plans steps in response to the ethical problem in a manner that is <b>consistent</b> with the essay's argument.	Plans steps in response to the ethical problem in a manner that is <b>mostly consistent</b> with the essay's argument.	Plans steps in response to the ethical problem in a manner that is <b>partially consistent</b> with the essay's argument.	Plans steps in response to the ethical problem in a manner that is <b>rarely consistent</b> with the essay's argument.	Plans steps in response to the ethical problem in a manner that is <b>not consistent</b> with the essay's argument.
<b>Justification</b>	Justifies its planned steps in a manner that is <b>consistent</b> with the essay's argument.	Justifies its planned steps in a manner that is <b>mostly consistent</b> with the essay's argument.	Justifies its planned steps in a manner that is <b>partially consistent</b> with the essay's argument.	Justifies its planned steps in a manner that is <b>rarely consistent</b> with the essay's argument.	Justifies its planned steps in a manner that is <b>not consistent</b> with the essay's argument.
<b>Consequence</b>	Anticipates the potential consequences of one's justification in a manner that is <b>consistent</b> with the essay's argument.	Anticipates the potential consequences of one's justification in a manner that is <b>mostly consistent</b> with the essay's argument.	Anticipates the potential consequences of one's justification in a manner that is <b>partially consistent</b> with the essay's argument.	Anticipates the potential consequences of one's justification in a manner that is <b>rarely consistent</b> with the essay's argument.	Anticipates the potential consequences of one's justification in a manner that is <b>not consistent</b> with the essay's argument.

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	Accomplished (5)	Emerging (4)	Average (3)	Below Average (2)	Failing (1)
<b>Coherence</b>	The essay <b>consistently</b> unfolds in a logical manner. The essay consistently demonstrates an ability to connect the main points to the argumentative purpose.	The essay <b>often</b> unfolds in a logical manner. The essay often demonstrates an ability to connect the main points to the argumentative purpose.	The essay <b>occasionally</b> unfolds in a logical manner. The essay occasionally demonstrates an ability to connect the main points to the argumentative purpose.	The essay <b>rarely</b> unfolds in a logical manner. The essay rarely demonstrates an ability to connect the main points to the argumentative purpose.	The essay <b>does not</b> unfold in a logical manner. The essay does not demonstrate an ability to connect the main points to the argumentative purpose.
<b>Insight</b>	The essay <b>consistently</b> draws insightful analysis from examples that are relevant to the argumentative purpose. The writer consistently anticipates the reader's concerns, biases, or counter-arguments.	The essay <b>often</b> draws insightful analysis from examples that are relevant to the argumentative purpose. The writer often anticipates the reader's concerns, biases, or counter-arguments.	The essay <b>occasionally</b> draws insightful analysis from examples that are relevant to the argumentative purpose. The writer occasionally anticipates the reader's concerns, biases, or counter-arguments.	The essay <b>rarely</b> draws insightful analysis from examples that are relevant to the argumentative purpose. The writer rarely anticipates the reader's concerns, biases, or counter-arguments.	The essay <b>does not</b> draw insightful analysis from examples that are relevant to the argumentative purpose. The writer does not anticipate the reader's concerns, biases, or counter-arguments.
<b>Convention</b>	The essay <b>consistently</b> demonstrates an ability to utilize the conventions of academic prose, which include spelling, formatting, mechanical correctness, and citation practices.	The essay <b>often</b> demonstrates an ability to utilize the conventions of academic prose, which include spelling, formatting, mechanical correctness, and citation practices.	The essay <b>occasionally</b> demonstrates an ability to utilize the conventions of academic prose, which include spelling, formatting, mechanical correctness, and citation practices.	The essay <b>rarely</b> demonstrates an ability to utilize the conventions of academic prose, which include spelling, formatting, mechanical correctness, and citation practices.	The essay <b>does not</b> demonstrate an ability to utilize the conventions of academic prose, which include spelling, formatting, mechanical correctness, and citation practices.

## Single-Work Interview

	Accomplished (5)	Emerging (4)	Average (3)	Below Average (2)	Failing (1)
<b>Contribution</b>	The document conveys <b>consistent</b> contributions from the team member.	The document conveys <b>frequent</b> contributions from the team member.	The document conveys <b>occasional</b> contributions from the team member.	The document conveys <b>sparse</b> contributions from the team member.	The document <b>does not</b> convey contributions from the team member.
<b>Collaboration</b>	The document conveys <b>consistent</b> collaboration with team members.	The document conveys <b>frequent</b> collaboration with team members.	The document conveys <b>occasional</b> collaboration with team members.	The document conveys <b>sparse</b> collaboration with team members.	The document <b>does not</b> convey collaboration with team members.
<b>Delivery</b>	The document <b>consistently</b> conveys collaborative engagements characterized by professional courtesy, integrity, and flexibility.	The document <b>frequently</b> conveys collaborative engagements characterized by professional courtesy, integrity, and flexibility.	The document <b>occasionally</b> conveys collaborative engagements characterized by professional courtesy, integrity, and flexibility.	The document <b>rarely</b> conveys collaborative engagements characterized by professional courtesy, integrity, and flexibility.	The document <b>does not</b> convey collaborative engagements characterized by professional courtesy, integrity, and flexibility.
<b>Revision</b>	The document <b>consistently</b> conveys an effort to revise perspectives in response to collaborative work.	The document <b>frequently</b> conveys an effort to revise perspectives in response to collaborative work.	The document <b>occasionally</b> conveys an effort to revise perspectives in response to collaborative work.	The document <b>rarely</b> conveys an effort to revise perspectives in response to collaborative work.	The document <b>does not</b> convey an effort to revise perspectives in response to collaborative work.
<b>Insight</b>	<b>Consistently</b> advances insightful observations in the submitted questions.	<b>Often</b> advances insightful observations in the submitted questions.	<b>Occasionally</b> advances insightful observations in the submitted questions.	<b>Rarely</b> advances insightful observations in the submitted questions.	<b>Fails</b> to advance insightful observations in the submitted questions.
<b>Completion</b>	The document <b>fully</b> completes the project according to the standards established in the assignment prompt.	The document <b>mostly</b> completes the project according to the standards established in the assignment prompt.	The document <b>partially</b> completes the project according to the standards established in the assignment prompt.	The document <b>rarely</b> completes the project according to the standards established in the assignment prompt.	The document <b>does not</b> complete the project according to the standards established in the assignment prompt.

## Portfolio Executive Summary

	Accomplished (5)	Emerging (4)	Average (3)	Below Average (2)	Failing (1)
<b>Purpose</b>	The essay <b>announces</b> an argumentative purpose and outlines its main points. Argumentative focus is consistently maintained throughout the essay.	The essay <b>indicates</b> an argumentative purpose and outlines its main points. Argumentative focus is often maintained throughout the essay.	The essay <b>suggests</b> an argumentative purpose and outlines its main points. Argumentative focus is occasionally maintained throughout the essay.	The essay <b>hints</b> at an argumentative purpose and outlines the main points to be discussed. Argumentative focus is rarely maintained throughout the essay.	The essay <b>lacks</b> an argumentative purpose and does not outline the main points to be discussed. Argumentative focus is not maintained throughout the essay.
<b>Coherence</b>	The essay <b>consistently</b> unfolds in a logical manner. The essay consistently demonstrates an ability to connect the main points to the argumentative purpose.	The essay <b>often</b> unfolds in a logical manner. The essay often demonstrates an ability to connect the main points to the argumentative purpose.	The essay <b>occasionally</b> unfolds in a logical manner. The essay occasionally demonstrates an ability to connect the main points to the argumentative purpose.	The essay <b>rarely</b> unfolds in a logical manner. The essay rarely demonstrates an ability to connect the main points to the argumentative purpose.	The essay <b>does not</b> unfold in a logical manner. The essay does not demonstrate an ability to connect the main points to the argumentative purpose.
<b>Insight</b>	The essay <b>consistently</b> draws insightful analysis from examples that are specific and relevant to the argumentative purpose. The writer consistently anticipates the reader's concerns, biases, or counter-arguments.	The essay <b>often</b> draws insightful analysis from examples that are specific and relevant to the argumentative purpose. The writer often anticipates the reader's concerns, biases, or counter-arguments.	The essay <b>occasionally</b> draws insightful analysis from examples that are specific and relevant to the argumentative purpose. The writer occasionally anticipates the reader's concerns, biases, or counter-arguments.	The essay <b>rarely</b> draws insightful analysis from examples that are specific and relevant to the argumentative purpose. The writer rarely anticipates the reader's concerns, biases, or counter-arguments.	The essay <b>does not</b> draw insightful analysis from examples that are specific and relevant to the argumentative purpose. The writer does not anticipate the reader's concerns, biases, or counter-arguments.

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	Accomplished (5)	Emerging (4)	Average (3)	Below Average (2)	Failing (1)
<b>Convention</b>	The essay <b>consistently</b> demonstrates an ability to utilize the conventions of academic prose, which include spelling, formatting, mechanical correctness, and citation practices.	The essay <b>often</b> demonstrates an ability to utilize the conventions of academic prose, which include spelling, formatting, mechanical correctness, and citation practices.	The essay <b>occasionally</b> demonstrates an ability to utilize the conventions of academic prose, which include spelling, formatting, mechanical correctness, and citation practices.	The essay <b>rarely</b> demonstrates an ability to utilize the conventions of academic prose, which include spelling, formatting, mechanical correctness, and citation practices.	The essay <b>does not</b> demonstrate an ability to utilize the conventions of academic prose, which include spelling, formatting, mechanical correctness, and citation practices.
<b>Implication</b>	The essay <b>consistently</b> draws well-reasoned implications from its analysis that are relevant both to the argumentative purpose and to the audience it addresses.	The essay <b>often</b> draws well-reasoned implications from its analysis that are relevant both to the argumentative purpose and to the audience it addresses.	The essay <b>occasionally</b> draws well-reasoned implications from its analysis that are relevant both to the argumentative purpose and to the audience it addresses.	The essay <b>rarely</b> draws well-reasoned implications from its analysis that are relevant both to the argumentative purpose and to the audience it addresses.	The essay <b>does not</b> draw well-reasoned implications from its analysis that are relevant both to the argumentative purpose and to the audience it addresses.

## Assessment Standards: English 1320

### Annotated Bibliography

	Accomplished (5)	Emerging (4)	Average (3)	Below Average (2)	Failing (1)
<b>Purpose</b>	Annotations <b>identify</b> an argumentative purpose in each research essay and consistently describe their main points. Descriptive focus is consistently maintained throughout the essay.	Annotations <b>indicate</b> an argumentative purpose in each research essay and often describe their main points. Descriptive focus is often maintained throughout the essay.	Annotations <b>suggest</b> an argumentative purpose in each research essay and occasionally describe their main points. Descriptive focus is occasionally maintained throughout the essay.	Annotations <b>hint</b> at an argumentative purpose in each research essay and rarely describe their main points. Descriptive focus is rarely maintained throughout the essay.	Annotations <b>do not</b> identify an argumentative purpose in each research essay and do not describe their main points. Descriptive focus is not maintained throughout the essay.
<b>Coherence</b>	Annotations <b>consistently</b> unfold in a logical manner. They consistently demonstrate an ability to connect the main points to the argumentative purpose.	Annotations <b>often</b> unfold in a logical manner. They often demonstrate an ability to connect the main points to the argumentative purpose.	Annotations <b>occasionally</b> unfold in a logical manner. They occasionally demonstrate an ability to connect the main points to the argumentative purpose.	Annotations <b>rarely</b> unfold in a logical manner. They rarely demonstrate an ability to connect the main points to the argumentative purpose.	Annotations <b>do not</b> unfold in a logical manner. They do not demonstrate an ability to connect the main points to the argumentative purpose.
<b>Insight</b>	Annotations <b>consistently</b> draw insightful descriptions from examples that are specific and relevant to the argumentative purpose.	Annotations <b>often</b> draw insightful descriptions from examples that are specific and relevant to the argumentative purpose.	Annotations <b>occasionally</b> draw insightful descriptions from examples that are specific and relevant to the argumentative purpose.	Annotations <b>rarely</b> draw insightful descriptions from examples that are specific and relevant to the argumentative purpose.	Annotations <b>do not</b> draw insightful descriptions from examples that are specific and relevant to the argumentative purpose.
<b>Convention</b>	Annotations <b>consistently</b> demonstrate an ability to utilize the conventions of academic prose, which include spelling, formatting, mechanical correctness, and citation practices.	Annotations <b>often</b> demonstrate an ability to utilize the conventions of academic prose, which include spelling, formatting, mechanical correctness, and citation practices.	Annotations <b>occasionally</b> demonstrate an ability to utilize the conventions of academic prose, which include spelling, formatting, mechanical correctness, and citation practices.	Annotations <b>rarely</b> demonstrate an ability to utilize the conventions of academic prose, which include spelling, formatting, mechanical correctness, and citation practices.	Annotations <b>do not</b> demonstrate an ability to utilize the conventions of academic prose, which include spelling, formatting, mechanical correctness, and citation practices.



## Research Essay/Revision

	Accomplished (5)	Emerging (4)	Average (3)	Below Average (2)	Failing (1)
<b>Description</b>	Describes an ethical problem that is <b>consistent</b> with cited research.	Describes an ethical problem that is <b>mostly consistent</b> with cited research.	Describes an ethical problem that is <b>partially consistent</b> with cited research.	Describes an ethical problem that is <b>rarely consistent</b> with cited research.	Describes an ethical problem that is <b>not consistent</b> with cited research.
<b>Analysis</b>	Analyzes the ethical problem in a manner that is <b>consistent</b> with cited research.	Analyzes the ethical problem in a manner that is <b>mostly consistent</b> with cited research.	Analyzes the ethical problem in a manner that is <b>partially consistent</b> with cited research.	Analyzes the ethical problem in a manner that is <b>rarely consistent</b> with cited research.	Analyzes the ethical problem in a manner that is <b>not consistent</b> with cited research.
<b>Planning</b>	Plans steps in response to the ethical problem in a manner that is <b>consistent</b> with cited research.	Plans steps in response to the ethical problem in a manner that is <b>mostly consistent</b> with cited research.	Plans steps in response to the ethical problem in a manner that is <b>partially consistent</b> with cited research.	Plans steps in response to the ethical problem in a manner that is <b>rarely consistent</b> with cited research.	Plans steps in response to the ethical problem in a manner that is <b>not consistent</b> with cited research.
<b>Justification</b>	Justifies its planned steps in a manner that is <b>consistent</b> with cited research.	Justifies its planned steps in a manner that is <b>mostly consistent</b> with cited research.	Justifies its planned steps in a manner that is <b>partially consistent</b> with cited research.	Justifies its planned steps in a manner that is <b>rarely consistent</b> with cited research.	Justifies its planned steps in a manner that is <b>not consistent</b> with cited research.
<b>Consequence</b>	Anticipates the potential consequences of one's justification in a manner that is <b>consistent</b> with cited research.	Anticipates the potential consequences of one's justification in a manner that is <b>mostly consistent</b> with cited research.	Anticipates the potential consequences of one's justification in a manner that is <b>partially consistent</b> with cited research.	Anticipates the potential consequences of one's justification in a manner that is <b>rarely consistent</b> with cited research.	Anticipates the potential consequences of one's justification in a manner that is <b>not consistent</b> with cited research.
<b>Coherence</b>	The essay <b>consistently</b> unfolds in a logical manner. The essay consistently demonstrates an ability to connect its main points to the argumentative purpose.	The essay <b>often</b> unfolds in a logical manner. The essay often demonstrates an ability to connect its main points to the argumentative purpose.	The essay <b>occasionally</b> unfolds in a logical manner. The essay occasionally demonstrates an ability to connect its main points to the argumentative purpose.	The essay <b>rarely</b> unfolds in a logical manner. The essay rarely demonstrates an ability to connect its main points to the argumentative purpose.	The essay <b>does not</b> unfold in a logical manner. The essay does not demonstrate an ability to connect its main points to the argumentative purpose.

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	Accomplished (5)	Emerging (4)	Average (3)	Below Average (2)	Failing (1)
<b>Insight</b>	The essay <b>consistently</b> draws insightful analysis from examples that are relevant to the argumentative purpose. The writer consistently anticipates the reader's concerns, biases, or counter-arguments.	The essay <b>often</b> draws insightful analysis from examples that are relevant to the argumentative purpose. The writer often anticipates the reader's concerns, biases, or counter-arguments.	The essay <b>occasionally</b> draws insightful analysis from examples that are relevant to the argumentative purpose. The writer occasionally anticipates the reader's concerns, biases, or counter-arguments.	The essay <b>rarely</b> draws insightful analysis from examples that are relevant to the argumentative purpose. The writer rarely anticipates the reader's concerns, biases, or counter-arguments.	The essay <b>does not</b> draw insightful analysis from examples that are relevant to the argumentative purpose. The writer does not anticipate the reader's concerns, biases, or counter-arguments.
<b>Convention</b>	The essay <b>consistently</b> demonstrates an ability to utilize the conventions of academic prose, which include spelling, formatting, mechanical correctness, and citation practices.	The essay <b>often</b> demonstrates an ability to utilize the conventions of academic prose, which include spelling, formatting, mechanical correctness, and citation practices.	The essay <b>occasionally</b> demonstrates an ability to utilize the conventions of academic prose, which include spelling, formatting, mechanical correctness, and citation practices.	The essay <b>rarely</b> demonstrates an ability to utilize the conventions of academic prose, which include spelling, formatting, mechanical correctness, and citation practices.	The essay <b>does not</b> demonstrate an ability to utilize the conventions of academic prose, which include spelling, formatting, mechanical correctness, and citation practices.

## Multi-Work Interview

	Accomplished (5)	Emerging (4)	Average (3)	Below Average (2)	Failing (1)
<b>Contribution</b>	The document conveys <b>consistent</b> contributions from the team member.	The document conveys <b>frequent</b> contributions from the team member.	The document conveys <b>occasional</b> contributions from the team member.	The document conveys <b>sparse</b> contributions from the team member.	The document <b>does not</b> convey contributions from the team member.
<b>Collaboration</b>	The document conveys <b>consistent</b> collaboration with team members.	The document conveys <b>frequent</b> collaboration with team members.	The document conveys <b>occasional collaboration</b> with team members.	The document conveys <b>sparse</b> collaboration with team members.	The document <b>does not</b> convey collaboration with team members.
<b>Delivery</b>	The document <b>consistently</b> conveys collaborative engagements characterized by professional courtesy, integrity, and flexibility.	The document <b>frequently</b> conveys collaborative engagements characterized by professional courtesy, integrity, and flexibility.	The document <b>occasionally</b> conveys collaborative engagements characterized by professional courtesy, integrity, and flexibility.	The document <b>rarely</b> conveys collaborative engagements characterized by professional courtesy, integrity, and flexibility.	The document <b>does not</b> convey collaborative engagements characterized by professional courtesy, integrity, and flexibility.
<b>Revision</b>	The document <b>consistently</b> conveys an effort to revise perspectives in response to collaborative work.	The document <b>frequently</b> conveys an effort to revise perspectives in response to collaborative work.	The document <b>occasionally</b> conveys an effort to revise perspectives in response to collaborative work.	The document <b>rarely</b> conveys an effort to revise perspectives in response to collaborative work.	The document <b>does not</b> convey an effort to revise perspectives in response to collaborative work.
<b>Insight</b>	<b>Consistently</b> advances insightful observations in the submitted questions.	<b>Often</b> advances insightful observations in the submitted questions.	<b>Occasionally</b> advances insightful observations in the submitted questions.	<b>Rarely</b> advances insightful observations in the submitted questions.	<b>Fails</b> to advance insightful observations in the submitted questions.
<b>Completion</b>	The document <b>fully</b> completes the project according to the standards established in the assignment prompt.	The document <b>mostly</b> completes the project according to the standards established in the assignment prompt.	The document <b>partially</b> completes the project according to the standards established in the assignment prompt.	The document <b>rarely</b> completes the project according to the standards established in the assignment prompt.	The document <b>does not</b> complete the project according to the standards established in the assignment prompt.

Portfolio Executive Summary

	Accomplished (5)	Emerging (4)	Average (3)	Below Average (2)	Failing (1)
<b>Purpose</b>	The essay <b>announces</b> an argumentative purpose and outlines its main points. Argumentative focus is consistently maintained throughout the essay.	The essay <b>indicates</b> an argumentative purpose and outlines its main points. Argumentative focus is often maintained throughout the essay.	The essay <b>suggests</b> an argumentative purpose and outlines its main points. Argumentative focus is occasionally maintained throughout the essay.	The essay <b>hints</b> at an argumentative purpose and outlines the main points to be discussed. Argumentative focus is rarely maintained throughout the essay.	The essay <b>lacks</b> an argumentative purpose and does not outline the main points to be discussed. Argumentative focus is not maintained throughout the essay.
<b>Coherence</b>	The essay <b>consistently</b> unfolds in a logical manner. The essay consistently demonstrates an ability to connect the main points to the argumentative purpose.	The essay <b>often</b> unfolds in a logical manner. The essay often demonstrates an ability to connect the main points to the argumentative purpose.	The essay <b>occasionally</b> unfolds in a logical manner. The essay occasionally demonstrates an ability to connect the main points to the argumentative purpose.	The essay <b>rarely</b> unfolds in a logical manner. The essay rarely demonstrates an ability to connect the main points to the argumentative purpose.	The essay <b>does not</b> unfold in a logical manner. The essay does not demonstrate an ability to connect the main points to the argumentative purpose.
<b>Insight</b>	The essay <b>consistently</b> draws insightful analysis from examples that are specific and relevant to the argumentative purpose. The writer consistently anticipates the reader's concerns, biases, or counter-arguments.	The essay <b>often</b> draws insightful analysis from examples that are specific and relevant to the argumentative purpose. The writer often anticipates the reader's concerns, biases, or counter-arguments.	The essay <b>occasionally</b> draws insightful analysis from examples that are specific and relevant to the argumentative purpose. The writer occasionally anticipates the reader's concerns, biases, or counter-arguments.	The essay <b>rarely</b> draws insightful analysis from examples that are specific and relevant to the argumentative purpose. The writer rarely anticipates the reader's concerns, biases, or counter-arguments.	The essay <b>does not</b> draw insightful analysis from examples that are specific and relevant to the argumentative purpose. The writer does not anticipate the reader's concerns, biases, or counter-arguments.

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	Accomplished (5)	Emerging (4)	Average (3)	Below Average (2)	Failing (1)
<b>Convention</b>	The essay <b>consistently</b> demonstrates an ability to utilize the conventions of academic prose, which include spelling, formatting, mechanical correctness, and citation practices.	The essay <b>often</b> demonstrates an ability to utilize the conventions of academic prose, which include spelling, formatting, mechanical correctness, and citation practices.	The essay <b>occasionally</b> demonstrates an ability to utilize the conventions of academic prose, which include spelling, formatting, mechanical correctness, and citation practices.	The essay <b>rarely</b> demonstrates an ability to utilize the conventions of academic prose, which include spelling, formatting, mechanical correctness, and citation practices.	The essay <b>does not</b> demonstrate an ability to utilize the conventions of academic prose, which include spelling, formatting, mechanical correctness, and citation practices.
<b>Implication</b>	The essay <b>consistently</b> draws well-reasoned implications from its analysis that are relevant both to the argumentative purpose and to the audience it addresses.	The essay <b>often</b> draws well-reasoned implications from its analysis that are relevant both to the argumentative purpose and to the audience it addresses.	The essay <b>occasionally</b> draws well-reasoned implications from its analysis that are relevant both to the argumentative purpose and to the audience it addresses.	The essay <b>rarely</b> draws well-reasoned implications from its analysis that are relevant both to the argumentative purpose and to the audience it addresses.	The essay <b>does not</b> draw well-reasoned implications from its analysis that are relevant both to the argumentative purpose and to the audience it addresses.