Writing Standards – Undergraduate Level *(revised 2/22/2017)*

Criteria	A *excellent*	B *good*	C *emerging skills*	D to F *below expectations; may be unacceptable*	Comments
Content *(quality of the information, ideas and supporting details)*	• shows clarity of purpose • offers depth of content • applies insight and represents original thinking • follows guidelines for content	• shows some clarity of purpose • offers some depth of content • applies some insight and some original thinking • mostly follows guidelines for content	• shows minimal clarity of purpose • offers minimal depth of content • applies minimal insight and original thinking • somewhat follows guidelines for content	• lacks clarity of purpose • lacks depth of content • lacks insight and original thinking • does not follow guidelines for content	
Structure *(logical order or sequence of the writing)*	• shows coherence and logically developed paragraphs • uses very effective transitions between ideas and sections • constructs appropriate introduction and conclusion	• shows some coherence and some logically developed paragraphs • uses some effective transitions between ideas and sections • shows some construction of appropriate introduction and conclusion	• shows minimal coherence and logically developed paragraphs • uses minimal transitions between ideas and sections • shows minimal construction of appropriate introduction and conclusion	• lacks coherence and logically developed paragraphs • lacks transitions between ideas and sections • lacks construction of appropriate introduction and conclusion	
Rhetoric and Style *(appropriate attention to audience)*	• is concise, eloquent and rhetorically effective • effectively uses correct, varied, and concise sentence structure • is engaging to read • writes appropriately for audience and purpose	• is somewhat concise, eloquent, and rhetorically effective • generally uses correct, varied, and concise sentence structure • is somewhat engaging to read • generally writes appropriately for audience and purpose	• shows minimal conciseness, eloquence, and rhetorical effectiveness • uses little correct, varied, and concise sentence structure • is minimally engaging to read • somewhat writes appropriately for audience and purpose	• is not concise, eloquent, or rhetorically effective • uses incorrect, monotonous or simplistic sentence structure • is not engaging to read • lacks appropriate writing for audience and purpose • uses inappropriate jargon and clichés	
Information Literacy *(locating, evaluating, and using effectively the needed information as appropriate to the assignment)*	• uses academic and other reliable sources • chooses sources from many types of resources • chooses timely resources for the topic • integrates references and quotations to support ideas fully	• uses mostly academic and other reliable sources • chooses sources from a moderate variety of types of resources • chooses resources with mostly appropriate dates • integrates references and quotations to provide some support for ideas	• uses a few academic or unreliable sources • chooses sources from a few types of resources • chooses a few resources with inappropriate dates • integrates references or quotations that are loosely linked to the ideas of the paper	• lacks academic and other reliable sources • chooses sources that are not varied, mostly from one type of source • chooses many resources with inappropriate dates • uses disconnected references and quotations and does not support ideas	
Source Integrity *(appropriate acknowledgment of sources used in research)*	• correctly cites sources for all quotations • cites paraphrases correctly and credibly • includes reference page • makes virtually no errors in documentation style • makes virtually no errors in formatting • incorporates feedback given in previous written assignments	• correctly cites sources for most quotations • usually cites paraphrases correctly and credibly • includes reference page with some errors • makes some errors in documentation style • makes some errors in formatting • incorporates some feedback given in previous written assignments	• provides sources for all quotations without correctly citing them • sometimes cites paraphrases correctly and credibly • includes reference page with many errors • makes many errors in documentation style • makes many errors in formatting • incorporates little feedback given in previous written assignments	• lacks sources for all quotations • lacks correctly and credibly cited paraphrases • shows little to no evidence of source usage • includes no reference page or an extremely weak one • entirely lacks correct documentation style • lacks correct formatting • lacks incorporation of feedback given in previous written assignments	
Conventions *(adherence to grammar rules: usage, spelling & mechanics of Standard Edited English or SEE)*	• makes virtually no errors in SEE conventions • makes accurate word choices	• makes some errors in SEE conventions • almost always makes accurate word choices	• makes many errors in SEE conventions • makes some inaccurate word choice	• lacks appropriate SEE conventions • makes many inaccurate word choices	
The weighting of each of the five areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when a person presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).					**Grade**