

Writing Studies Program Evaluation Criteria

	A (Excellent)	B (Good)	C (Satisfactory)	D (Unsatisfactory)	F (Failing)
Assignment Adherence	The project meets every essential requirement of the assignment.			The project meets some of the essential requirements.	The project does not meet the essential requirements of the assignment.
Aim / Purpose	The writing demonstrates appropriate ambition and specificity for the rhetorical context.	The writing demonstrates ambition but does not fully deliver on its promise.	The writing has an aim and purpose that is communicated with intention. The scope may be too broad or too narrow.	The writing identifies a topic but lacks aim and purpose.	The writing has little or no discernible direction.
Materials and Methods	The project selects rhetorically appropriate materials and reveals an understanding of their contextual authority, uses, and limits. Materials are analyzed and synthesized to support and develop claims that are clear, essential, and insightful. The project offers readers fresh ways to view the source material. The project investigates and engages with the conversation.	The project selects rhetorically appropriate materials and often reveals understanding of their authority, uses, and limits in context. Materials are analyzed and synthesized to support and develop claims that are clear and sound. The project offers some original insights into the source material. The writing acknowledges the conversation.	The project incorporates materials for support and development and reveals some awareness of authority and credibility. Claims are generally logical. The writing demonstrates limited awareness of the conversation.	The project offers claims and incorporates some materials for support and development, with limited awareness of authority and credibility. Materials may not be appropriate for the assignment or may be misinterpreted or misrepresented. The writing misunderstands or misrepresents the conversation.	The project's claims are inadequate or illogical, with virtually no materials for support or development; materials may also be misinterpreted, misrepresented, or inappropriate.
Form / Structure	At the global level, the project reveals a logical, rhetorically effective progression. On the local level, paragraphs cohere and sentences transition without unintended interruptions.	At the global level, the project reveals a logical progression. On the local level, most paragraphs cohere and most transitions between sentences create continuity.	At the global level, the project demonstrate basic cohesion and continuity. On the local level, paragraphs are usually focused and transitions create basic continuity with some exceptions.	At the global level, the project is confusing to the audience. Locally, paragraphs and sentences stumble from one to the next and often lack focus and coherence.	At the global level, the paragraphs lack controlling ideas, transitions, unity, and coherence. On the local level, sentences do not logically follow from one another.
Style	The writing employs rhetorically effective sentence styles and word choices.	The writing attempts rhetorically effective sentence styles and word choices.	The diction and syntax are adequate; despite some awkwardness and wordiness, the writing communicates clearly.	The writing demonstrates unclear word choice, problematic sentence structure, and significant wordiness.	The writing ignores the demands of the rhetorical context.
Attribution and Documentation	Sources are appropriately attributed, documented, and cited.	Sources are appropriately attributed and documented with very few errors.	Sources are documented and cited, though not strictly in the required format and without consistent attribution.	Many sources are incorrectly documented and cited and rarely attributed.	Sources receive incorrect or no attribution, documentation, and citation.
Sentence-level Conventions and Formatting	Grammar, mechanics, and formatting demonstrate significant rhetorical awareness.	Grammar, mechanics, and formatting demonstrate rhetorical awareness, with few exceptions. Errors do not distract the reader from the content.	Grammar, mechanics, and formatting reveal limited rhetorical awareness. Some errors distract from the content.	Grammar, mechanics, and formatting lack rhetorical awareness. Substantial errors often distract from the content and may sometimes inhibit understanding.	Grammar, mechanics, and formatting lack rhetorical awareness. Substantial errors prevent the reader from understanding the content.