

CATEGORY	9-10 Excellent	7-8 Very good	4-6 Satisfactory	1-3 Poor	Score
Format	The paper is clearly divided into different sections that are in correct order and under meaningful titling.	The paper is somehow divided into different sections that are in correct order and under meaningful titling.	The paper is somehow divided into different sections but the order is lousy and the titling confusing.	The paper is not organized into different sections	
Introduction	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader	The introduction states the main topic, but does not adequately preview the structure of the paper not is it particularly inviting to the reader	There is no clear introduction of the main topic or structure of the paper	
Use of disciplinary or inter-disciplinary concepts, terminology and perspective.	The paper not only uses terminology and concepts introduced in the class, it uses them to advance and elucidate its arguments.	The paper uses terminology and concepts introduced in the class competently.	The paper uses terminology and concepts introduced in the class but does not integrate them into the arguments.	The paper does not use terminology or concepts introduced in the class.	
Audience	Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary and arguments. Anticipates reader's questions and provides thorough answers appropriate for that audience.	Demonstrates a general understanding of the potential reader and uses vocabulary and arguments appropriate for that audience.	Demonstrates some understanding of the potential reader and uses arguments appropriate for that audience.	It is not clear who the author is writing for.	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	

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Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected	Transitions show how ideas are connected, but there is little variety	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear OR nonexistent.	
Conclusion	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position begins the closing paragraph, which ends with some reflection on the subject.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph, which also has some reflection on the subject.	The author's position is restated within the closing paragraph, but not near the beginning, and the paragraph offers no reflection on the subject.	There is no conclusion - the paper just ends.	
Sources	All sources used for quotes, statistics and facts are credible and cited correctly.	All sources used for quotes, statistics and facts are credible and most are cited correctly.	Most sources used for quotes, statistics and facts are credible and cited correctly.	Many sources are suspect (not credible) AND/OR are not cited correctly.	
Sentence Structure	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are well-constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.	
Grammar & Spelling	Authors makes no errors in grammar or spelling that distract the reader from the content.	Authors makes only sporadic errors in grammar or spelling that distract the reader from the content.	Authors makes some errors in grammar or spelling that distract the reader from the content.	Authors makes a lot of errors in grammar or spelling that distract the reader from the content.	