

PURPOSE:	The specific reason explaining why the document, correspondence, or report is necessary.
ANALYSIS:	Breaking down a situation, concept, or argument into its individual parts to examine how they relate to one another.
SYNTAX:	Clear sentence structure using all parts of speech, especially the use of active voice constructions instead of passive voice.
CONCISION:	The ability to infuse the greatest amount of information into the least amount of words.
ACCURACY:	Using flawless spelling, punctuation, grammar, and mechanics. Also, fairly representing credible sources (citations) using course requirements.

Criteria	5 – Advanced	4 - Proficient	3 – Competent	2 – Developing	1 - Learning	0-Nonperformer
Purpose: “Bottom Line Up Front”	Author places the main point within the top 2% of the document and frontloads within sections, paragraphs, bullet points and lists ¹	Author places the main point within the top 5% of the document and usually within subordinate units	Author places the main point within the top 10% of the document and mostly frontloads within subordinate units	Author’s main point not revealed until drawing conclusions and/or does not frontload (strongest points appear behind written units or conclusion)	Author places the main point in the middle of the document (11-89%) and/or does not frontload within written units ²	Author does not indicate the main point or it is too broad/vague to recognize; written units lack priority organization (neither most/least important or vice versa)
Analysis: Evidence and Arguments	Argument is issue-focused and analyzes data/primary sources (roughly 80% analysis and 20% summary/paraphrase) ³	Argument is issue-focused and analyzes data/primary sources (roughly 70% analysis and 30% summary/paraphrase)	Argument is issue-focused and analyzes data/primary sources; (roughly 60% analysis and 40% summary/paraphrase)	Argument is issue-focused and analyzes fact/primary sources; paper is roughly 50% analysis, 50% summary/paraphrase	No argument -- paper relies on opinion or speculation instead of analysis (75%); summarizes secondary sources (10-25%)	No argument -- nearly 100% of the paper is either opinion/speculation or a summary/paraphrase of secondary sources
Syntax: Effective Sentence Constructions	Uses active voice primarily; passive voice used rarely and logically. ⁴ No visible patterns of sentence construction errors	Uses active voice primarily; passive voice used rarely and logically. One pattern (2-3 similar sentence construction errors) identified	Uses active voice primarily; passive voice used rarely and logically. Two patterns (2-3 similar sentence construction errors per pattern) identified	Uses active voice primarily; passive voice used where active more logical. Three patterns (2-3 similar sentence construction errors per pattern) identified	Uses mix of active and passive voice; loss of subject (doer of action) loses meaning. Three patterns (2-3 similar errors per pattern) identified	Paper fluctuates between passive and active voice throughout without apparent reason or control; Four or more patterns (2-3 similar errors per pattern) identified
Concision: The Most Information in the Least Space	All written units (words, sentences, bullet points or paragraphs ⁵) are lean ⁶	One written unit exceeds the proscribed length	Two written units exceed the proscribed length	Three written units exceed the proscribed length	Four written units exceed the proscribed length	Five or more written units exceed the proscribed length
Accuracy: Reducing Reader Distractions				Facilitator Discretion: Serious errors in formatting or citation may result in an automatic 0 for accuracy. Consult assignment requirements and policies.		
	Uses standard written English with correct spelling, punctuation, grammar, mechanics, formatting, and citations without visible mistakes	Uses standard written English with no individual errors; One pattern (2-3 similar errors) identified ⁷	Uses standard written English with few individual errors in any area. Two patterns (2-3 similar errors per pattern) identified	Deviates from standard written English, formatting, or citations occasionally; Three patterns (2-3 similar errors per pattern) identified	Show multiple, repetitive errors in using standard written English, formatting, or citations; Four patterns (2-3 similar errors per pattern) identified	Shows multiple, repetitive errors in using standard written English, formatting, or citations; Five or more patterns (2-3 similar errors per pattern) identified