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| **Pick 2 Essay Assignment** **100 %** |
|  | **Exemplary****4 pts** | **Accomplished****3.4 pts** | **Developing****3 pts** | **Beginning****2.6 pts** | **Did not attempt****0 pts** |  |
| **Essay 1** |
| **Introduction** **5 %** | ExemplaryStrong introduction of topic's key question(s) and/or terms. Clearly explains subtopics to be reviewed. Thesis statement is clear and in accordance with the spirit of the assignment. | AccomplishedConveys the topic and key question(s). Subtopics are explained, and general thesis statement is made. | DevelopingConveys the nature of the topic, but does not present the key question(s) to be assessed. Describes the subtopics and makes a general thesis statement which requires additional clarity. | BeginningDoes not adequately convey the topic to be assessed. Does not describe any relevant subtopics, lacks an adequate thesis statement. | Did not attemptIncoherent introduction. No clear thesis statement, no research question presented. |  |
| **Focus & Sequencing** **10 %** | ExemplaryAll material clearly related to main topic and subtopics. Paper demonstrates strong organization and integration of material within the different topic areas. Strong transitions present linking subtopics, and main topic. | AccomplishedAll material clearly related to subtopic, main topic and logically organized within subtopics. Clear, varied transitions linking subtopics, and main topic. | DevelopingMost material closely related to the main topic and subtopics. Material may not be organized within the subtopics clearly. Attempt to provide a variety of transitions. | BeginningLittle evidence material is logically organized into topics, subtopics, or related components. Many transitions are unclear or nonexistent. | Did not attemptSeverely lacking focus and clarity throughout. Presentation of ideas lacks smooth transitions and ideas jump from concept to concept without a clear link. Ideas bulleted rather than written as a narrative. |  |
| **Support** **10 %** | ExemplaryUses sufficient, credible, and relevant information from sources to support the thesis/argument. Information is impeccably organized to provide a logical and clear basis for the presented argument. Use of required sources exceeds expectations. | AccomplishedUses credible and relevant information, but needs some additional information to fully support the argument/thesis. Information is mostly organized to provide a logical and clear basis for the argument. Use of required sources meets expectations. | DevelopingSources are generally acceptable but not peer-reviewed research (evidence) based. References Wikipedia or other unreliable websites. | BeginningSources are generally acceptable but not peer-reviewed research (evidence) based. References Wikipedia or other unreliable websites. Fails to meet minimum required source expectations. | Did not attemptRelies on insufficient unreliable or irrelevant information. Information is not organized, logic of the argument is difficult to follow. No references incorporated. |  |
| **Conclusion** **5 %** | ExemplaryStrong review of key conclusions. Strong integration with thesis statement. Insightful discussion of impact of the research material on the topic presented. | AccomplishedStrong review of key conclusions. Strong integration with thesis statement. Discusses impact of researched material on the topic presented. | DevelopingReview of key conclusions. Some integration witht hesis statement. Discusses the impact of the researched material on the topic presented. | BeginningDoes not summarize evidence with respect to thesis statement. Does not discuss the impact of research material on the topic presented. | Did not attemptNo clear conclusion provided. |  |
| **Grammar & Mechanics** **10 %** | ExemplaryThe paper is free of grammatical errors, spelling errors and punctuation errors. | AccomplishedGrammatical errors or spelling and punctuation errors are rare and do not detract from the paper. | DevelopingA few grammatical, spelling, or punctuation errors are made and interfere with the reading of the paper. | BeginningGrammatical errors or spelling and punctuation substantially detract from the paper. | Did not attemptNot written at the college level. |  |
| **Writing Style and Communication****10 %** | ExemplaryNo errors in Turabian writing style are made. Scholarly writing is maintained throughout. Writing is flowing and easy to follow. All references and citations are correctly written and present. | AccomplishedMinor errors in Turabian writing style are made, but they do not detract from the paper. Scholarly writing style is maintained throughout. Writing has minimal awkward or unclear passages. One reference or citation missing from paper or reference list, or errors are made on source list. | DevelopingErrors in Turabian writing style are noticeable. Word choice occasionally uses an information tone of voice. Writing has a few awkward or unclear passages. Two references or citations are missing from the paper or references list. Errors are made on the references list. | BeginningErrors in Turabian writing style detract substantially from the paper. Word choice is informal in tone. Writing is choppy, with many awkward or unclear passages. References and citation errors detract significantly from the paper. | Did not attemptTurabian writing style not used within paper. Writing is choppy and unclear. Referencing and citation errors severely detract from the presentation of the paper. |  |
| **Essay 2** |
| **Introduction** **5 %** | ExemplaryStrong introduction of topic's key question(s) and/or terms. Clearly explains subtopics to be reviewed. Thesis statement is clear and in accordance with the spirit of the assignment. | AccomplishedConveys the topic and key question(s). Subtopics are explained, and general thesis statement is made. | DevelopingConveys the nature of the topic, but does not present the key question(s) to be assessed. Describes the subtopics and makes a general thesis statement which requires additional clarity.. | BeginningDoes not adequately convey the topic to be assessed. Does not describe any relevant subtopics, lacks an adequate thesis statement. | Did not attemptIncoherent introduction. No clear thesis statement, no research question presented. |  |
| **Focus & Sequencing** **10 %** | ExemplaryAll material clearly related to main topic and subtopics. Paper demonstrates strong organization and inegration of material within the different topic areas. Strong transitions present linking subtopics, and main topic. | AccomplishedAll material clearly related to subtopic, main topic and logically organized within subtopics. Clear, varied transitions linking subtopics, and main topic. | DevelopingMost material closely related to the main topic and subtopics. Material may not be organized within the subtopics clearly. Attempt to provide a variety of transitions. | BeginningLittle evidence material is logically organized into topics, subtopics, or related components. Many transitions are unclear or nonexistent. | Did not attemptSeverely lacking focus and clarity throughout. Presentation of ideas lacks smooth transitions and ideas jump from concept to concept without a clear link. Ideas bulleted rather than written as a narrative. |  |
| **Support** **10 %** | ExemplaryUses sufficient, credible, and relevant information from sources to support the thesis/argument. Information is impeccably organized to provide a logical and clear basis for the presented argument. Use of required sources exceeds expectations. | AccomplishedUses credible and relevant information, but needs some additional information to fully support the argument/thesis. Information is mostly organized to provide a logical and clear basis for the argument. Use of required sources meets expectations. | DevelopingSources are generally acceptable but not peer-reviewed research (evidence) based. References Wikipedia or other unreliable websites. | BeginningSources are generally acceptable but not peer-reviewed research (evidence) based. References Wikipedia or other unreliable websites. Fails to meet minimum required source expectations. | Did not attemptRelies on insufficient unreliable or irrelevant information. Information is not organized, logic of the argument is difficult to follow. No references incorporated. |  |
| **Conclusion** **5 %** | ExemplaryStrong review of key conclusions. Strong integration with thesis statement. Insightful discussion of impact of the research material on the topic presented. | AccomplishedStrong review of key conclusions. Strong integration with thesis statement. Discusses impact of researched material on the topic presented. | DevelopingReview of key conclusions. Some integration witht hesis statement. Discusses the impact of the researched material on the topic presented. | BeginningDoes not summarize evidence with respect to thesis statement. Does not discuss the impact of research material on the topic presented. | Did not attemptNo clear conclusion provided. |  |
| **Grammar and Mechanics** **10 %** | ExemplaryThe paper is free of grammatical errors, spelling errors and punctuation errors. | AccomplishedGrammatical errors or spelling and punctuation errors are rare and do not detract from the paper. | DevelopingA few grammatical, spelling, or punctuation errors are made and interfere with the reading of the paper. | BeginningGrammatical errors or spelling and punctuation substantially detract from the paper. | Did not attemptNot written at the college level. |  |
| **Writing Style and Communcation** **10 %** | ExemplaryNo errors in Turabian writing style are made. Scholarly writing is maintained throughout. Writing is flowing and easy to follow. All references and citations are correctly written and present. | AccomplishedMinor errors in Turabian writing style are made, but they do not detract from the paper. Scholarly writing style is maintained throughout. Writing has minimal awkward or unclear passages. One reference or citation missing from paper or reference list, or errors are made on source list. | DevelopingErrors in Turabian writing style are noticable. Word choice occasionally uses an information tone of voice. Writing has a few awkward or unclear passages. Two references or citations are missing from the paper or references list. Errors are made on the references list. | BeginningErrors in Turabian writing style detract substantially from the paper. Word choice is informal in tone. Writing is choppy, with many awkward or unclear passages. References and citation errors detract significantly from the paper. | Did not attemptTurabian writing style not used within paper. Writing is choppy and unclear. Referencing and citation errors severely detract from the presentation of the paper. |  |