GRADING RUBRIC - Based on - HOW TO WRITE THE APPLYING CHANGE ESSAY

Essays submitted that do not address what is stated on the rubric (at least scale 5.25) are subject to a lower score (5 or lower).

Review	8	7.25	7	6.25	6	5.25
Prompt	Answers are extremely complete; sufficient detail provided to support assertions; factually accurate and brings in additional valuable information beyond the prompt questions.	Answers are complete; however only addresses answers to the related prompt questions. No errors in content.	Answers are mostly complete; answer focuses only on issues related to the questions; few and minor errors in content.	Answers are half or less complete; answers focus only on issues related to the questions; few and minor errors in content.	Answers are brief with insufficient detail. Unrelated issues were introduced and/or multiple errors in content.	Answers are incomplete. Excessive discussion of unrelated issues and/or significant errors in content.
Quality and Clarity of Thought	Response indicates superb depth and complexity of thought in answering the essay question.	Response is displayed very well in depth and rationale in answering the essay prompt.	Response is decent in explanation in answering the essay prompt.	Response indicates simplistic or repetitive thoughts in answering the essay question.	Response lacks focus or demonstrates confused or conflicting thinking.	Response is unfocused, illogical or incoherent.
Organization & Development of Ideas	Response is exceptionally organized and developed with appropriate support to make meaning clear (well-chosen examples).	Response is very good detailed presentation; good development of a persuasive argument of ideas.	Response is organized and developed with general supporting ideas provided (reasons/general examples).	Response is fairly organized and developed, presenting generalizations without adequate support.	Response has slight inconsistencies with organization and development of ideas.	Response is disorganized and underdeveloped, providing little or no revenant support.
Appropriate Use of Change Terms and/or Model	Excellent use of change concepts to analytically organize thoughts.	Very good use of change concepts to analytically organize thoughts.	Good use of change concepts to analytically organize thoughts.	Key change concepts of the course were decently used (more or less subpar in certain areas, better in others).	Use of key change concepts of the course were both average and poor in certain circumstances	Use of key change concepts were poorly exemplified.
Grammar	Excellent use of language that skillfully communicates meaning to readers with clarity and fluency. Clear, readable prose. Excellent use of transitions; no problems with spelling, punctuation, or grammar.	Very good use of language that skillfully communicates meaning to readers with clarity and fluency. Very good use of transitions, punctuation, and grammar.	Good use of language that communicates meaning to readers with clarity and fluency. Clear, readable, prose. Good use of transitions; has a few slight problems with spelling, punctuation, or grammar.	Uses straightforward language that generally conveys meaning to readers. Occasional errors and minor problems with mechanics of language. Occasional awkward sentences and poor transitions reduce readability.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. Frequent problems with mechanics of language. Awkward sentence construction. Poor or absent transitions. Frequently difficult to understand.	Uses language that sometimes impedes meaning because of errors in usage. Problems with the mechanics of language serious enough to interfere with effective communication. Frequent errors in punctuation, spelling, sentence structure, etc.