

**\*6\***

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The “6” paper will be excellent in content, organization, development, and style. The paper will begin with a sharply focused and clearly identifiable thesis or statement of purpose that answers the question implicit in the assignment. The content will engage the informed reader, showing illuminating insights. Organization will be logical and easily followed; paragraphs will be developed with pertinent examples or citations. Style will be suited to the intended audience, with few, if any, distracting errors in diction, grammar, spelling, or punctuation.

**\*5\***

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The “5” paper will be quite good in content, organization, development, and style. The paper will begin with a focused thesis or statement of purpose that answers the question implicit in the assignment, but the content may not fully engage the informed reader. Organization will be logical and easily followed, although some paragraphs may not contain adequate or appropriate examples or citations. Style will generally be suited to the intended audience, with few distracting errors in diction, grammar, spelling, or punctuation.

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The “4” paper will be competent in content, organization, development, and style. The paper will begin with a clear thesis or statement of purpose that answers the question implicit in the assignment. The content will usually not engage the informed reader, focusing primarily on obvious responses that most writers are likely to provide. Organization generally will be logical but may be a bit difficult to follow in places because the writer has omitted transitions or connections or failed to develop paragraphs with adequate or appropriate examples and citations. Style generally will be suited to the intended audience, although there may be a few distracting errors in diction, grammar, spelling or punctuation.

**\*3\***

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The “3” paper will be inadequate in content, organization, development, and style. The paper will begin with a poorly focused thesis or statement of purpose that fails to fully answer the question implicit in the assignment. The content will usually not engage the informed reader, focusing primarily on obvious responses that most writers are likely to provide. Organization may be logical, but transitions or connections will often be omitted and paragraphs will be inadequately developed throughout. Style may not suit the intended audience, and there will likely be several distraction errors in diction, grammar, spelling, or punctuation.

**\*2\***

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The “2” paper will be weak in content, organization, development, and style. The paper may fail to present an identifiable thesis or statement of purpose. The content will be unengaging and superficial. Organization may be logical, but transitions and connections will usually be omitted and paragraphs will be thinly developed. Style may not suit the intended audience, and there will likely be multiple distracting errors in diction, grammar, spelling, or punctuation.

**\*1\***

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The “1” paper will be unacceptable in content, organization, development, and style. The paper may fail to present an identifiable thesis or statement of purpose. The content will be exceedingly superficial, and the organization will usually be random and confusing. Paragraphs will be undeveloped; style will be inappropriate for the intended audience, and the paper will be riddled with distracting errors in diction, grammar, spelling, or punctuation.