

Directions: Put your suggested grade for each trait in the yellow box (100-0). Then, add your overall notes to the grey box

	Exceed Expectations	Meets Expectations	Falls Below Expectations	No Credit	
Grade (%)	100-90	89-80	79-70	69-0	Grade (%)
Focus	Fully answers the questions: "So what? Why is this important?" Demonstrates understanding of concepts behind various sides of the issue. Shows full awareness of complexity. Contains only relevant information.	Somewhat answers "So what? Why is this important?" Demonstrates some understanding of concepts behind various sides of the issue. Shows some awareness of complexity of issue. Contains mostly relevant information.	Implies some answers to "So what? Why is this important?" Limited understanding of concepts behind issue(s). Minimal awareness of complexity of issue. Contains some irrelevant information.	Does not answer "So What? Why is this important?" No understanding of concepts behind issues. No awareness of the complexity of issue. Full of irrelevant information.	
Development	Claims are supported with appropriate, credible evidence and valid reasoning, and ideas connect to paper's audience and purpose. Opinions are clearly distinguished from facts.	Claims are supported with mostly appropriate, credible evidence and valid reasoning. Paper's ideas typically connect to its audience and purpose. Opinions are mostly distinguished from facts.	Claims are supported with some inappropriate, untrustworthy evidence and inappropriate reasoning. The paper does not connect ideas to the audience or purpose. Opinions are rarely distinguished from facts.	Claims are not supported with credible evidence. No connection of ideas to audience or purpose. Opinions are not distinguished from facts.	
Organization	Includes a logical arrangement of points to be made, including transitions that are smooth and cohesive. Each paragraph is unified and developed under one topic.	Has some logical arrangement of points. Includes some transitions that are smooth and cohesive. Some disorder in paragraphs.	Ideas are fragmented and include little to no transitions. Paragraphs seem disjointed and/or discuss numerous topics.	This paper suffers from significant fragmentation in ideas and paragraphs. No transitions are present between ideas.	
Use of Sources	Uses appropriate disciplinary citation. Writer remains in control of all content, and sources are not used to substitute for the writer's own ideas.	Uses mostly appropriate disciplinary citation. Writer sometimes allows sources to overtake his or her own ideas.	Uses little to no appropriate citation for sources. Sources used, if any, overtake the writer's ideas.	Inappropriate or missing sources with no apparent attempt at citation. Paper includes others' views in-place of the writers' or is entirely the writers' views without reference to evidence.	

Style	Sentences are clear, coherent, and include appropriate word choice and style for the purpose and audience of the paper. Style is consistent with disciplinary standards.	Sentences are somewhat clear and coherent, and include some word choice and style appropriate for the purpose and audience of the paper. Shows some knowledge of disciplinary style.	Sentences are not clear or coherent. Word choice and style are inappropriate for the purpose, audience, and/or discipline of the paper.	Paper is unclear in style. Word choice is random and inappropriate in style. No attempt at disciplinary style.	
	Editing	Clear evidence of careful editing. Paper follows appropriate format for assignment. No relevant mistakes.	Shows some evidence of editing. Paper somewhat follows format of assignment. Some mistakes affect readability.	Shows little to no attempt at editing. Paper barely follows assignment format. Significant mistakes affect readability.	
Overall Notes				Overall Grade (%)	#DIV/0!

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