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| ***Criterion*** | **Exceeds expectations (excellently written)** | **Meets expectations (Pass)** | **Needs improvement** |
| **Purpose & Audience** | Student understands the document’s purpose; addresses audience’s needs and expectations for the document  Student demonstrates a clear understanding of the assignment and its major aspects; critical thinking of the assignment and its major concerns is evident | Student generally understands the document’s purpose; mostly addresses audience’s needs and expectations for the document  Student generally understands the assignment and its major aspects; critical thinking of its major concerns is mostly evident | Student misunderstands the document’s purpose; does not addresses audience’s needs and expectations for the document  Student has a poor grasp of the case and its major aspects; document does not demonstrate sufficient levels of critical thinking of its major problems/concerns |
| **Content & Organization of Ideas** | Contents have a clear, logical, and compelling organization  Student synthesizes information into a coherent, plausible analysis  Document contains compelling, credible, authoritative factual support for all recommendations, claims, or arguments | Contents are logically organized; may possess a minor logical misstep/fallacy  Student mostly synthesizes information into a coherent, plausible analysis  Document contains adequate factual support for recommendations, claims, or arguments | Contents lack logical organization and contain several logical missteps/fallacies  Student generally fails to synthesize information into a coherent, plausible analysis  Document lacks factual support for its recommendations, claims, or arguments |
| **Professionalism & Style** | Student uses a professional yet conversational tone; no slang, jokes, or unnecessary jargon  Student demonstrates an insightful level of cultural/global sensibility and awareness  Style is appropriate *and* engaging; uses concise phrasing and precise language. It is easy *and* enjoyable to read | Student uses a professional yet conversational tone; scant instances of slang, jokes, or unnecessary jargon  Student demonstrates an appropriate level of cultural/global sensibility and awareness  Style is appropriate but not as engaging as could be; some verbose phrasing or imprecise language | Student uses an unprofessional, chatty, or overly formal tone; instances of slang, jokes, or unnecessary jargon  Student lacks sufficient level of cultural/global sensibility and awareness  Style is inappropriate and/or dull; abundant verbose phrasing or imprecise language |
| **Grammar & Punctuation** | Document contains *no* spelling, grammar, punctuation, or word choice errors  In short, the writer’s credibility would *increase* because of the document’s precision and freedom of errors; the average reader could scan the document quickly and still understand its contents | Document may contain some minor errors, but not enough to distract the average reader  In short, the writer’s credibility would not be harmed because of these minor errors; the average reader would have no trouble understanding contents on the first read-through | Document contains errors that would distract the average reader *or* make comprehension difficult for the average reader  In short, the writer’s credibility would diminish because of the multitude of errors and difficulty readers have with the document |
| **Genre conventions & Format** | Document follows the format given in the assignment prompt  Contains a reference page *and* all sources are cited correctly per the formatting guidelines given in the assignment prompt; contains correct parenthetical citations or footnotes | Document follows the format given in the assignment prompt  Contains a reference page *and* all sources are cited; contains parenthetical citations or footnotes but may be incorrectly created or may not follow the guidelines given in the assignment prompt | Document fails to follow the format given in the assignment prompt  Lacks a reference page *or* fails to cite secondary sources; lacks parenthetical citations or footnotes |