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| ***Criterion*** | **Exceeds expectations (excellently written)** | **Meets expectations (Pass)** | **Needs improvement (Fail)** |
| **Purpose** | Student understands the document’s purpose  • Understands the document's problem and prompt  Student demonstrates a clear understanding of the assignment and its major aspects; critical thinking of the assignment and its major concerns is evident  • Gives two recs (no more or less)  • Recs address the main problem of the prompt | Student mostly understands the document’s problem and prompt  Student generally understands the assignment and its major aspects; critical thinking of its major concerns is mostly evident  • Gives two recs (could give more that fall under the same rec category)  • Recs mostly address the main problem of the prompt | Student doesn't understand the document’s problem and prompt  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  • Less than two recs are given or more than three that don’t fall under same rec category  • Recs don’t address the main problem of the prompt |
| **Content & Organization of Ideas** | Contents have a clear, logical, and compelling organization  Student synthesizes information into a coherent, plausible analysis  • Student integrates, synthesizes, and analyzes **four sources**  • Makes obvious why sources are included and matter  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  • Mostly integrates, synthesizes, and analyzes **at least three** sources  • Attempt to explain why sources are included and matter  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  • Doesn’t integrate, synthesize, or analyze **at least three sources**  • Doesn’t make obvious why sources are included and matter  Document lacks factual support for its recommendations, claims, or arguments |
| **Audience: Professionalism, Style, &Tone** | Student addresses audience’s needs and expectations for the document  • Relates evidence completely back to audience  • Gives specific and tangible actions for the recs  Student uses a professional yet conversational tone; **no** slang, jokes, or unnecessary jargon  • Doesn't use cliches, idioms, specialized language  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 mostly addresses audience’s needs and expectations for the document  • Mostly relates evidence back to audience  • Gives a few tangible and specific actions for the recs  Student uses a professional yet conversational tone; **scant** **(three or less)** 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 wordiness or indirect language | Student does not address audience’s needs and expectations for the document  • Doesn't relate evidence back to audience  • Gives no tangible and specific actions for the recs  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  • Tone is bossy and demanding; for example, uses at least four tonally inappropriate words like “have to,” “must,” “need,”  • Paper generalizes about groups of people  Style is inappropriate and/or dull; wordy phrasing or indirect language |
| **Grammar & Punctuation** | Document contains **one or less**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  **• Complete all the following: header, spacing, indentation, bibliography page, formatted like functional model, follows length requirement**  • 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  **• Miss less than three of the following: header, spacing, indentation, references page, formatted like the functional model, follows length requirement**  • Has in-text citations and reference page but not in the correct format | Document fails to follow the format given in the assignment prompt  **• Miss three or more of the following: header, spacing, indentation, bibliography page, formatted like the functional model, follows length requirement**  • No reference page  • No in-text citations |