

Bibliographic Research Essay	Excellent	Good	Satisfactory	Unsatisfactory
Total: 100 points	91-100 points	81-90 points	71-80 points	Below 70 points
Central Argument [GE SLO 1]	Intelligently defines the critical conversation; presents consistently insightful, reasoned, & creative analysis of the source materials	Fresh, compelling, and thoughtful definition of the thread of conversation; sound analysis and summary of arguments in sources	Focused idea stated in a clear thesis, generally responsive to and appropriate for prompt	Lacks a clear thesis, idea is limited in scope, or is unresponsive/ inappropriate to prompt
Research: details, examples, evidence, gleaned from sources [GE SLO 2] [MAJOR SLO 4]	Fully researches the subject & marshals relevant details to develop a coherent conversation about the subject	Uses research to define and illustrate a specific conversational thread in the research	Adequate research that offers some insight into what individual critics have said, but with minimal focus or coherence	Minimal research: incomplete or irrelevant or inappropriate to the subject being studied
Use of Quotations and other Textual Evidence to Support, Explain, and Develop argument [GE SLO 2] [MAJOR SLO 4]	Skillfully integrates paraphrases or quotes to explain, develop conversation and to integrate evidence from research	Appropriately uses and documents paraphrase/ quotations, but may not always integrate quotation effectively in the writing	Limited integration of quoted material from research and/or from the text undermines the logic of an otherwise sound argument	Lacks paraphrases/quotes, or uses quotation so illogically or inappropriately that the argument is seriously flawed
Clear sense of Audience and Purpose [GE SLO 3] [MAJOR SLO3]	Writing reflects a clear and consistent sense of audience and purpose: defines a specific “gap” that the essay intends to close	Writing conveys a sense of audience and purpose and defines a gap, but may have less control developing the material to fit the purpose	Writing states a purpose and has a vague sense of audience, but the gap defined does not yet control development	Writing lacks a clear sense of audience and purpose; the writing remains writer-directed.
Logical Sequencing of Ideas [G.E. SLO 1]	Develops essay and paragraph form to sequence the reader through the material adeptly/convincingly	Uses essay and paragraph form to develop sequence of ideas that is logical & purposeful	Uses essay and paragraphs in a logical sequence, though not always controlled, signaled	Does not control essay and paragraph forms to produce a clear logical sequence
Tone, voice, and vocabulary [G.E. SLO 3] [MAJOR SLO 3]	Strong voice demonstrates the writer’s involvement, using appropriate diction and style to develop effective tone for literary conversation	Clear voice, appropriate style and diction for audience and occasion; accurately and effectively uses the vocabulary of literary analysis	Fulfills academic expectations; some redundant or imprecise diction, but shows developing competency with the language of literary analysis	Inappropriate voice for the audience and purpose; some vague wording; imprecise or inaccurate diction
Sentence Development [G.E. SLO 1]	Excellent control of sentence development; fully & effectively varied and developed	Controlled and varied sentence development	Solid sentence-writing skills, some emerging development	Sentences do not show much variation or development, but they are nonetheless clear
Grammar and mechanics [G.E. SLO 1]	Complete control of grammar and mechanics of writing: nearly error free	Strong command of grammar and mechanics: generally error free	Competent in grammar and mechanics. Errors do not obscure meaning or undermine authority.	Ungrammatical sentences or patterns of error that obscure meaning, under-mine authority
MLA Documentation [G.E. SLO 3] [MAJOR SLO 3]	All material from research is clearly documented. Flawless control of MLA forms.	Documentation is complete and shows clear command of MLA forms	Documentation is complete, though there may be some lapse in documentation form	Documentation is incomplete; or there are serious errors in MLA that could mislead readers
Overall	Consistently excels in addressing the assignment	Above average competence in responding to the assignment	Fulfills the assignment despite some weakness/errors	Fails to meet standards/ requirements of the assignment

Grade: