

Content, Structure, & Style	Exceeds Expectation (5-6)	At Expectation (4)	Below Expectation (1-3)
Completeness of Response & Quality/Clarity of Thought	Addresses the topic clearly and responds effectively to all aspects of the task; ideas are well-developed; explores the issues thoughtfully and in depth.	Addresses the topic clearly, but may respond to some aspects of the task more effectively than others; shows some depth and clarity of thought.	May treat the topic casually, simplistically or repetitively; lacks focus, or demonstrates confused or simplistic thinking; often fails to communicate ideas; distorts or neglects aspects of the task; presenting generalizations without adequate and appropriate support.
Organization, Sequence of Ideas/Focus	Organization is excellent in terms of bridges and transitions; paper remains focused with no wandering to unrelated topics; minor points are related to the thesis; ideas flow in sensible sequence; discussion of area is complete before transitioning to another.	Generally good presentation with either bridges or headings but not all the time; paper is generally focused with text following the order presented in the introduction; relationship of ideas made evident.	Few clues are used so that text organization is a challenge to reader; relationship of ideas to thesis is vague; text jumps from topic to topic in shotgun approach; reader must work to keep up with flow of ideas.
Accuracy of Content/Vocabulary	Information is accurate and attributed to correct publications; pragmatic suggestions are appropriate to question; appropriate terms are employed and well defined.	Information is accurate in description but some information from primary research resources or definitions are weak; pragmatic suggestions do not relate to the sources or the question.	Errors are present in either content and/or resources and examples; response contains poorly defined terms; definitions are faulty; information attributed to incorrect sources.
Resources/Support/ Examples	Authorities include primary research publications thoughtfully selected from a wide array of sources and applied appropriately to content; examples are given and well developed for the topic.	Ideas generally supported by professionally sound primary research resources; however, only a few resources repeatedly cited; too few or too many examples are provided.	Few resources presented or resources cited are limited to documents that review the literature or to class texts; professionally sound primary research is not cited; examples are given but no definitions or explanations are provided.
Mechanics/APA	Free from errors in grammar, usage, and mechanics. APA - used correctly with no exceptions. (For assistance with APA, see http://citationmachine.net/)	May have a few errors, but generally demonstrates control of grammar, usage, and mechanics. APA – no more than one error per page.	Has an accumulation of errors in grammar, usage, and mechanics that frequently interfere with meaning. APA- more than one instance per page where not used correctly.
Introduction and Conclusion	Introduction is succinct, yet complete, stating the question, providing background information, and giving the direction the paper will take; the conclusion summarizes the highlights of the paper and draws a conclusion about the content	Introduction simply restates the question or contains too much information; conclusion is brief, containing a summary of the question and highlights.	Introduction is brief and/or insufficiently stated so that the question and/or organization of the paper is not made clear to reader; no conclusion or summary present or questions simply restated as conclusion.