

## Writing Grading Form

	Exemplary	Advanced	Competent	Developing	Novice	Comments
<b>Writing Task</b>						
<p>Content must always and foremost address the assigned writing task. Good writing speaks clearly and directly to the task and is thoroughly developed.</p> <p>The use of outside sources in developing content should be done responsibly, making certain that use of the source is clearly identified, integrated, and accurately represented.</p> <p>The instructor may add more specific criteria for each assignment.</p>						
<b>Content</b>	<ul style="list-style-type: none"> <li>○ Clearly and fully focused on assignment</li> <li>○ Thesis stated thoroughly</li> <li>○ Thesis fully developed in body</li> <li>○ Paragraphs fully developed</li> </ul>	<ul style="list-style-type: none"> <li>○ Focused on assignment</li> <li>○ Thesis stated clearly</li> <li>○ Thesis developed in body</li> <li>○ Paragraphs developed</li> </ul>	<ul style="list-style-type: none"> <li>○ Addresses assignment</li> <li>○ Thesis stated</li> <li>○ Thesis addressed in body</li> <li>○ Paragraphs lack full development</li> </ul>	<ul style="list-style-type: none"> <li>○ Not clearly focused on assignment</li> <li>○ Thesis unclear</li> <li>○ Thesis poorly addressed in body</li> <li>○ Paragraphs weakly developed</li> </ul>	<ul style="list-style-type: none"> <li>○ Not relevant to assignment</li> <li>○ Lacks thesis</li> <li>○ Inadequate development of paragraphs</li> </ul>	
<p>Organization is the coherent structure of the writing task and is driven by specific directions given by the instructor. All good writing exhibits some common characteristics and should be clear and focused.</p> <p>The instructor may add more specific criteria for each assignment.</p>						
<b>Organization</b>	<ul style="list-style-type: none"> <li>○ Introduction established context</li> <li>○ Introduction previews content and order</li> <li>○ Conclusion effective</li> <li>○ Paragraphs have topic sentences that support thesis</li> <li>○ Paragraphs effectively focused</li> </ul>	<ul style="list-style-type: none"> <li>○ Introduction developed</li> <li>○ Conclusion developed</li> <li>○ Topic sentences support thesis</li> <li>○ Most paragraphs focused</li> </ul>	<ul style="list-style-type: none"> <li>○ Introduction adequate</li> <li>○ Conclusion adequate</li> <li>○ Topic sentences for most paragraphs</li> <li>○ Paragraph focus/unity strays</li> </ul>	<ul style="list-style-type: none"> <li>○ Introduction inadequate</li> <li>○ Conclusion inadequate</li> <li>○ Topic sentences missing or not focused on thesis</li> <li>○ Paragraphs lack focus/unity</li> </ul>	<ul style="list-style-type: none"> <li>○ Lacks introduction</li> <li>○ Lacks conclusion</li> <li>○ Paragraphs lack topic sentences</li> <li>○ Topic sentences do not support thesis</li> </ul>	
<p>Grammar errors which the department considers serious enough for special consideration in the grading of writing include:</p> <p style="padding-left: 20px;">Sentence boundary errors:</p> <ul style="list-style-type: none"> <li>● Fragments</li> </ul>						

- Comma splice/run-on
- Sentence internal errors:
- Subject/verb agreement
  - Pronoun use:
    - Antecedent agreement
    - Shifting
    - Vague reference
  - Verb form
    - Verb phrase construction
    - Irregular participles

The department, in recognition of the importance of progress in learning, applies a graduated value to errors in writing. For instance, although several comma splices in an early assignment may be counted as one error, by later assignments, each of the comma splices will be counted as an individual error.

<b>Grammar and Usage</b>	<ul style="list-style-type: none"> <li>○ Sophisticated sentence structure</li> <li>○ Accurate punctuation</li> <li>○ Excellent spelling</li> <li>○ Excellent diction</li> </ul>	<ul style="list-style-type: none"> <li>○ Clear &amp; varied sentence structure</li> <li>○ Minor punctuation errors</li> <li>○ Very few minor spelling errors</li> <li>○ Correct diction</li> </ul>	<ul style="list-style-type: none"> <li>○ Few sentence structure errors</li> <li>○ Few punctuation errors</li> <li>○ Few spelling errors</li> <li>○ Few diction errors</li> </ul>	<ul style="list-style-type: none"> <li>○ Many sentence structure errors</li> <li>○ Many punctuation errors</li> <li>○ Many spelling errors</li> <li>○ Many diction errors</li> </ul>	<ul style="list-style-type: none"> <li>○ Excessive sentence structure errors</li> <li>○ Excessive grammar errors</li> <li>○ Excessive punctuation errors</li> <li>○ Excessive spelling errors</li> <li>○ Excessive diction errors</li> </ul>	
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Careful attention should be given to responsible use of sources including accurate documentation. Credibility of sources, reasonable use of those sources including selective quotation as appropriate to the assignment, integration of source material, and documentation of source use all are aspects of responsible source use. The department adheres to the published Arts & Sciences Plagiarism Policy and to the plagiarism due process procedure outlined in the Student Handbook.

<b>Documentation Using MLA Format</b>	<ul style="list-style-type: none"> <li>○ Accurate</li> <li>○ Adequate</li> <li>○ Clear</li> </ul>	<ul style="list-style-type: none"> <li>○ Minor errors</li> <li>○ Internal</li> <li>○ External</li> </ul>	<ul style="list-style-type: none"> <li>○ Few errors</li> <li>○ Internal</li> <li>○ External</li> </ul>	<ul style="list-style-type: none"> <li>○ Excessive errors</li> <li>○ Internal</li> <li>○ External</li> </ul>	<ul style="list-style-type: none"> <li>○ Failure to use MLA: automatic assignment failure</li> <li>○ Lacks internal or external</li> </ul>	
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**Writing purchased online, copy/pasted without documentation from any outside source, or not written by the student will receive a grade of 0.**

**Grade adjustments**

<p><b>Points may be assessed for failure to complete non-writing aspects of the assignment which the instructor has specified:</b></p> <ul style="list-style-type: none"> <li>• Electronic and/or hard copy submission of the assignment (1-10 pts)</li> <li>• Formatting directions for hard copy or ecopy (1-10 pts)</li> <li>• Submission of a properly formatted outline (1-10 pts)</li> <li>• Late submission (up to 10 pts per calendar day)</li> <li>• Submission of other required aspects of the assignment including copies of sources used (as per specific assignment directions)</li> </ul>	
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