

Student Learning Outcomes and Essay Evaluation, Expository Essay

**Sections: Writing Process, Purpose, Content development, Form and structure, Quality of sources, Clarity, Formatting.**

**Writing Process, supporting the essay’s production (20 points)**

1 not meeting	2 approaching	3 meeting	4 exceeding
The written work <b>demonstrates no</b> indication of a writing process: gathering ideas and information, organizing, revising, editing, proofreading.	The written work <b>demonstrates some</b> indication of a writing process: gathering ideas and information, organizing, revising, editing, proofreading.	The written work <b>demonstrates an adequate</b> indication of a writing process: gathering ideas and information, organizing, revising, editing, proofreading.	The written work <b>demonstrates an exceptionally strong</b> indication of a writing process: gathering ideas and information, organizing, revising, editing, proofreading.

**Purpose, responding to assignment’s core task. (10 points)**

1 not meeting	2 approaching	3 meeting	4 exceeding
The written work <b>demonstrates little or no</b> indication of a coherent purpose, such as a thesis statement. Statements of purpose or claims are too unclear, generalized, irrelevant, or simplistic.	The written work <b>demonstrates some</b> indication of a coherent purpose, such as a thesis statement. Statements of purpose or claims are somewhat unclear, generalized, irrelevant, or simplistic.	The written work <b>demonstrates an adequate</b> indication of a coherent purpose, such as a thesis statement. Statements of purpose or claims are typically clear, include specific dimensions, are mostly relevant, and depict more complexity.	The written work <b>establishes and maintains</b> a clear and coherent purpose, such as a thesis statement. Statements of purpose or claims are exceptionally clear, include specific dimensions, are highly relevant, and depict advanced complexity.

**Content development, supporting assignment's purpose (20 points)**

1 not meeting	2 approaching	3 meeting	4 exceeding
The written work <b>struggles</b> to use appropriate and relevant content—objective, descriptive, subjective—to develop and explore some simplistic ideas supporting the piece’s purpose in some parts of the work.	The written work <b>uses</b> appropriate and relevant content—objective, descriptive, subjective—to develop and explore ideas supporting the piece’s purpose in most parts of the work.	The written work <b>uses</b> appropriate, relevant, and compelling content—objective, descriptive, subjective—to explore ideas supporting the piece’s purpose and shaping the entire work.	The written work <b>uses</b> highly appropriate, relevant, and compelling content—objective, descriptive, subjective—to fully illustrate the piece’s purpose, sustaining that purpose throughout the entire work.

**Form and structure, demonstrating organizational clarity (10 points)**

(formal and informal rules—organizational, genre-based—inherent in the expectations for writing in particular forms or academic fields)

1 not meeting	2 approaching	3 meeting	4 exceeding
The written work <b>struggles</b> to use a consistent system, such as PIE paragraphing, for basic organization and presentation.	The written work <b>follows some</b> expectations such as PIE paragraphing, for basic organization and presentation.	The written work <b>demonstrates consistent use</b> of important conventions such as PIE paragraphing, needed for basic organization and presentation.	The written work <b>demonstrates detailed attention to and successful execution</b> of a wide range of conventions, including PIE paragraphing, needed for basic organization and presentation.

**Quality of sources and evidence, demonstrating proper evidence-based conventions (10 points)**

1 not meeting	2 approaching	3 meeting	4 exceeding
The written work <b>struggles to use</b> credible sources to support ideas in the writing.  The written work may demonstrate plagiarism/source boundary issues.	The written work <b>demonstrates an attempt to use</b> credible and/or relevant sources to support ideas, demonstrating a basic comprehension of documentation conventions if required.	The written work <b>demonstrates a consistent use</b> of credible, relevant sources to support ideas, demonstrating a stronger comprehension of documentation conventions if required.	The written work <b>demonstrates advanced use</b> of high-quality, credible and relevant sources to support ideas, demonstrating a sophisticated comprehension of documentation conventions if required.

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**Clarity (Syntax and Mechanics), supporting meaning (20 points)**

1 not meeting	2 approaching	3 meeting	4 exceeding
The written work uses language that <b>frequently impedes</b> meaning because of errors in usage.	The written work uses language that <b>attempts to convey</b> meaning to readers with clarity, although the writing may include errors.	The written work uses straightforward language that <b>generally conveys</b> meaning to readers, employing writing with few errors.	The written work uses graceful language that <b>skillfully communicates</b> meaning to readers with clarity and fluency, employing virtually error-free writing.

**Formatting (basic Assignment Design and Elements) (10 points)**

1 not meeting	2 approaching	3 meeting	4 exceeding
The written work needs more improvement paid to concerns regarding assignment format (margins, fonts) and/or intro. and conclusion elements such as the title, hook, and clincher.	The written work pays some attention to concerns regarding assignment format (margins, fonts) and/or intro. and conclusion elements such as the title, hook, and clincher. .	The written work uses does well in attending to concerns regarding assignment format (margins, fonts) and/or intro. and conclusion elements such as the title, hook, and clincher.	The written work successfully addresses concerns regarding assignment format (margins, fonts) and/or intro. and conclusion elements such as the title, hook, and clincher.

CORE STRENGTHS	CORE IMPROVEMENTS
Grammar Concerns?	

Grading:

Revision Granted

Y/N