**Coherence:** Can the student demonstrate coherency through the support of a thesis statement in every sentence of a writing sample?

4 pts – Every sentence of the student’s paper supports a clearly stated thesis statement. Transitional words/phrases, parallel structure, and the consistent use of verb tenses provides unity and fluency to the writing. It does not require re-reading to be understood.

3 pts – With the exception of one to two sentences, the students’ paper supports a clearly stated thesis statement. Unity has been created between the majority of the ideas, sentences, paragraphs and sections of the piece of writing. While there are few mistakes regarding transitions, parallel structure and verb tense agreement the paper is logically ordered. Therefore, little to no re-reading is not required in order for the paper to be understood.

2 pts – Three to five sentences do not support the thesis statement. Unity is lacking between three or more main ideas, paragraphs and sections of the piece of writing. Mistakes regarding transitions, parallel structure and verb tense agreement are common but not so obtrusive that the reader cannot understand the paper after re-reading when necessary.

1 pts – Six or more sentences do not support the thesis statement and it is unclear as to which sentence is intended to be the thesis. An overall sense of unity is lacking as the main ideas and paragraphs are not in logical order, however, with extensive revision this could be improved. Many mistakes regarding transitions, parallel structure and verb tense agreement make re-reading for understanding absolutely necessary. Even after re-reading, the meaning or relevance of certain sections of writing remains questionable.

0 pts – The paper has no clear thesis statement or main idea which is being supported in any logical manner. Unity is so lacking that the student needs to go back to the outlining process before continuing the assignment. Mistakes regarding transitions, parallel structure and verb tense agreement are so abundant that understanding the paper as it stands is not possible even with re-reading.

**Content:** Are students able to interpret and integrate information from outsides sources (library material, in-class text, lecture, etc.) into expressions of concepts within their writing?

3 pts – The student seamlessly integrates information from an outside source through a true and insightful blending of information into his/her writing. The student is able to make clear, strong connections between his/her own thoughts/previous knowledge and the outside source without simply restating, inserting or plagiarizing the outside information. Because the student has gained a genuine understanding of the source, he/she is able to use concepts from it to enhance a writing sample that is truly his/her own while giving credit (through proper MLA citations) to the source of information. Outside information is integrated in such a way that the writing flows and is not choppy, halting or awkward.

2 pts – While the student includes only relevant information from the outside source into his/her writing (and provides proper MLA citations) the integration of the material is somewhat awkward or abrupt disrupting the flow of the paper. The student has not plagiarized and appears to understand the information used within his/her paper but struggles to achieve seamless integration.

1 pt – While the student includes only relevant information from outside source into his/her writing (and provides proper MLA citations) material is not actually integrated with his/her or own thoughts or previous knowledge. The student has simply regurgitated, restated or inserted information from the outside source. This causes the paper to be choppy, halting or awkward and there is a clear and distracting division between the student’s ideas and the ideas of. Though cited and quoted/summarized or paraphrased properly, it is clear that some of the writing is not truly that of the student.

0 pts – A) the student is not able to integrate any outside information into his/her writing sample.

 B) The student has integrated information from an outside source, but the information is plagiarized.

 C) The student has integrated information into his/her paper from an outside source but the information is not relevant to the topic of his/her paper.

 D) The student has integrated information into their paper from an outside source but it is clear that he/she does not have even a basic understanding of the material.

**Format:** Can the student follow basic guidelines of MLA formatting within a writing sample?

3 pts – the students has none of the below MLA formatting errors present in their paper

2 pts – the students has one of the below MLA formatting errors present in their paper

1 pts - the student has two to three of the below MLA formatting errors present in their paper

0 pts – the student has four or more of the below MLA formatting errors present in their paper

• All pages (including the works cited page) include page numbers that are in the proper header location (top right of page) and format. Spacing and capitalization are correct and no punctuation is present.

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• The heading is in the proper location (top left of page) and in the correct format. Spacing, capitalization, punctuation and abbreviations (or lack thereof) are correct.

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• The title is in the proper location (centered and below the heading) and in the correct format. It is in plain text and capitalized correctly.

• The entire paper is EVENLY double-spaced. This includes the spacing between the page numbers and heading, the heading and title, the title and first paragraph and all body paragraphs. The works cited page is also EVENLY double-spaced. This includes the spacing between the page numbers and the works cited page title, the title and the first entry, the individual lines of each entry and the entries themselves.

• The entire paper (page numbers, heading, title, paragraphs and works cited page) is in 12 pt Times New Roman plain font.

• All margins are 1 inch.

• All paragraphs are indented properly and the text is not justified to the left or right or centered.

• The works cited list begins on the top of a separate page and begins page just below the title, Works Cited.

• The works cited page is in alphabetical order and hanging indents are employed correctly.

• It is clear that the student made a strong effort to document their source(s) correctly, paying close attention to proper formatting of information required for their particular type of source(s) and the details needed within each citation such as proper punctuating, underlining and abbreviating. Mistakes in this regard are few and not abundantly obvious.

**Conventions:** the mechanical correctness of the piece and includes five elements: spelling, punctuation, capitalization, grammar/usage, and paragraphing. Writing that is strong in Conventions has been proofread and edited with care. As you assess a piece for convention, ask yourself: "How much work would a copy editor need to do to prepare the piece for publication?" This will keep all of the elements in conventions equally in play. (Taken from Six Traits + 1 Writing Rubric)

4 pts – The writer uses standard writing conventions effectively to enhance readability; errors are few and only minor editing is needed to publish. spelling is usually correct, even on more difficult words; punctuation is correct, creative, and guides reader through entire piece; capitalization is thoroughly understood and consistently correct; grammar/usage is correct and contributes to clarity and style; meaning is more than clear; piece is engaging and inviting to read.

3 pts – The writer has reasonable control over standard conventions; conventions are sometimes handled well; at other times, errors distract and impair readability; spelling is usually correct or reasonably phonetic on common grade-level words, but not on more difficult words; end punctuation is usually correct; internal punctuation is sometimes correct; all punctuation is usually correct; proper grammar/usage remains inconsistent and inaccurate though problems are not serious enough to distort meaning.

2 pts – The writer stumbles in conventions even on simple tasks and almost always on anything trickier; spelling on simple words is incorrect, although reader can understand; punctuation is inconsistent; capitalization is applied inconsistently except for proper nouns and sentence beginnings; inappropriate grammar/usage results from heavy reliance on conversational oral language; meaning is confusing.

1 pt - Many errors of various types of conventions are scattered throughout text; spelling is phonetic with many errors; simple end (. ? !) punctuation is correct; internal (, ‘ ; -- : …) punctuation is usually wrong or missing; only the easiest capitalization rules are correctly applied; serious grammar/usage problems of every kind make comprehension difficult.

0 pts - Errors in conventions are the norm and repeatedly distract reader, making text unreadable; spelling errors are frequent, even on common words; punctuation is often missing or incorrect; capitalization is random, inconsistent, and sometimes nonexistent; errors in grammar/usage are frequent and noticeable, making the writing incomprehensible.

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| --- | --- | --- | --- | --- | --- |
| Student Name/number | Class/section | Coherence | Content | Format | Conventions |
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