

General Academic Writing: Writing With Sources

Genre:

Argumentative/Persuasive

Informative

Other _____

Student (ID): _____

Semester/Year: _____

Course and Number: _____

	Exemplary	Accomplished	Developing	Beginning	N/A
Rhetorical Knowledge	<input type="checkbox"/> Purpose is clear and focused <input type="checkbox"/> Provides a strong context <input type="checkbox"/> Demonstrates a strong understanding of audience <input type="checkbox"/> Contributes own ideas and opinions to ongoing conversation	<input type="checkbox"/> Purpose is clear but has occasional digressions <input type="checkbox"/> Includes some context <input type="checkbox"/> Demonstrates a sufficient understanding of audience <input type="checkbox"/> Generally contributes ideas and opinions to ongoing conversation	<input type="checkbox"/> Purpose is somewhat clear and focused <input type="checkbox"/> Inadequately provides context <input type="checkbox"/> Demonstrates a minor understanding of audience <input type="checkbox"/> Minimally contributes ideas and opinions	<input type="checkbox"/> Purpose is unclear and unfocused <input type="checkbox"/> Does not provide context <input type="checkbox"/> Fails to demonstrate audience awareness <input type="checkbox"/> Does not contribute ideas and opinions	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Conventional Knowledge	<input type="checkbox"/> Adheres to organization and development genre expectations <input type="checkbox"/> Paragraphs are focused and have a clear direction <input type="checkbox"/> Essay's sentences, paragraphs, and ideas transition and/or flow <input type="checkbox"/> Adheres to genre expectations of tone and wording	<input type="checkbox"/> Generally adheres to organization and development genre expectations <input type="checkbox"/> The majority of paragraphs are focused and have a clear direction <input type="checkbox"/> Essay has occasional lapses in transitions and/or fluidity <input type="checkbox"/> Generally adheres to genre expectations of tone and wording	<input type="checkbox"/> Organization and/or development is difficult to follow <input type="checkbox"/> Paragraphs are often unfocused or direction is unclear <input type="checkbox"/> Essay has frequent lapses in transitions and/or fluidity <input type="checkbox"/> Insufficiently adheres to genre expectations of tone and wording	<input type="checkbox"/> Does not adhere to organization or development genre expectations <input type="checkbox"/> Paragraphs are unfocused and have an unclear direction <input type="checkbox"/> Essay lacks adequate transitions and/or fluidity <input type="checkbox"/> Does not adhere tone and wording genre expectations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Critical Thinking	<input type="checkbox"/> Strongly integrates own ideas with others <input type="checkbox"/> Critically evaluates sources (bias, quality of evidence, etc.) <input type="checkbox"/> Considers interpretations from multiple points of view <input type="checkbox"/> Uses texts for multiple purposes (synthesis, summary, critique, etc.) <input type="checkbox"/> Supports and analyzes major claims with appropriate material	<input type="checkbox"/> Adequately integrates own ideas with others <input type="checkbox"/> Adequately evaluates sources <input type="checkbox"/> Briefly considers interpretations from multiple points of view <input type="checkbox"/> Sufficiently uses texts for multiple purposes <input type="checkbox"/> Generally supports major claims with appropriate material	<input type="checkbox"/> Integration of own ideas with others is limited or unclear <input type="checkbox"/> Attempts to evaluate sources but with limited success <input type="checkbox"/> Minimally considers alternative interpretations <input type="checkbox"/> Minimally or singularly uses texts <input type="checkbox"/> Lacks support of major claims with appropriate material	<input type="checkbox"/> Does not integrate own ideas with others <input type="checkbox"/> Does not or inaccurately evaluates sources <input type="checkbox"/> Fails to consider alternative interpretations <input type="checkbox"/> Fails to use texts for multiple purposes <input type="checkbox"/> Does not adequately support and/or document major claims	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Language Use/Formatting	<input type="checkbox"/> Carefully constructs sentences and uses well articulated prose <input type="checkbox"/> Has no or few grammar/punctuation errors <input type="checkbox"/> Accurately adheres to current MLA documentation standards	<input type="checkbox"/> Prose is adequate, sentences are easily comprehended <input type="checkbox"/> Has occasional grammar/punctuation errors <input type="checkbox"/> Has occasional errors in MLA documentation standards	<input type="checkbox"/> Prose is somewhat difficult to read or not easily understood <input type="checkbox"/> Has frequent grammar/punctuation errors <input type="checkbox"/> Has frequent errors in MLA documentation standards	<input type="checkbox"/> Prose is difficult to read or incomprehensible <input type="checkbox"/> Has consistent grammar/punctuation errors <input type="checkbox"/> Does not adhere to current MLA documentation standards	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>