Comparative Analysis

	Exceeds Standard-5	**Meets Standard-4**	**Approaching Standard-2**	**Below Standard-1**
Author's Purpose	☐ Purpose is introduced clearly and articulately in the opening paragraphs of the paper. The genre and direction of the paper are easily identifiable. ☐ Author thoroughly explains similarities and differences ☐ Author reaches own original conclusion based on information from the cases.	☐ Purpose is clearly stated in the introduction; reader can identify the genre and direction of paper ☐ Author explains similarites and differences between subjects ☐ Author reaches own conclusion using information from the cases	☐ Purpose can be inferred in the first few paragraphs ☐ Author describes similarities and differences, but more details are needed ☐ Author begins to reach his/her own conclusion	☐ Purpose is unclear ☐ Similarities and differences are unclear ☐ No conclusion is drawn.
Content	☐ Provides complete, accurate, and relevant information, based on extensive and careful research ☐ Language is appropriate and effective for genre and audience ☐ Vocabulary demonstrates in-depth knowledge of content. ☐ Author synthesizes ideas from the research, offering an original perspective on the topic.	☐ Provides accurate and relevant information, based on adequate research. ☐ Language is appropriate for genre and audience ☐ Vocabulary demonstrates knowledge of content ☐ Author analyzes the topic, by evaluating or interpreting ideas from the research	☐ Provides basic information, some of which may be incorrect and/or irrelevant; based on minimal research ☐ Language is not consistently appropriate for genre and/or audience ☐ Vocabulary is accurate, but doesn't reveal knowledge of content ☐ Author summarizes information, but doesn't fully analyze ideas from the research	☐ Lacks information about topic and/or information is inaccurate or irrelevant. ☐ Language is inappropriate for genre and/or audience ☐ Vocabulary is innaccurate ☐ Author may summarize information but does not offer any analysis
Thinking & Communication	☐ Communicates an in-depth understanding and insight into the issue(s) under discussion, through careful analysis and reflection ☐ Ideas are developed and expressed fully and clearly, using many appropriate examples, reasons, details, or explanations.	☐ Communicates a general understanding of the topic. ☐ Ideas are generally expressed clearly through adequate use of examples, reasons, details, or explanations.	☐ Communicates some understanding of the topic, but with limited analysis and reflection. ☐ Ideas are not expressed clearly or examples, reasons, details, and explanations are lacking.	☐ Communicates little understanding of the topic. ☐ Ideas are not expressed clearly and are not supported by examples, reasons, details, and explanations.
Mechanics	☐ With minor exceptions, grammar, punctuation, spelling, and capitalization are correct. ☐ Sources are cited correctly in the text and at the end of the paper.	☐ There are some errors in grammar, punctuation, spelling, and/or capitalization, but they do not distract reader or cause any confusion. ☐ Sources are cited correctly in the text and at the end of the paper. There may be several errors.	☐ Numerous errors in grammar, punctuation, spelling, and/or capitalization. ☐ Sources are not consistently and correctly cited throughout paper.	☐ Errors in grammar, punctuation, spelling, and/or capitalization impede understanding. ☐ Citations are missing or have many errors.
Organi-zation	☐ Organizational devices, such as paragraphs, sections, chapters, and transitions, have been used effectively.	☐ There are minor problems with organizational devices, such as paragraphs, sections, chapters, and transitions.	☐ Organizational devices, such as paragraphs, sections, chapters, or transitions, are flawed or lacking.	☐ The written sections lack organizational devices, such as paragraphs, sections, chapters, and transitions.
Revisions	☐ All revisions and edits have been made; student has also made some of his/her own revisions or incoproated suggestions from his/her mentor	☐ All revisions and edits have been made	☐ Most revisions or edits have been made	☐ Few revisions or edits have been made

Case Study

	Exceeds Standard-5	Meets Standard-4	Approaching Standard-2	Below Standard-1
Author's Purpose	☐ Purpose is introduced clearly and articulately in the opening paragraphs of the paper. The genre and direction of the paper are easily identifiable. ☐ Author thoroughly and objectively examines cases ☐ Author reaches own original conclusion	☐ Purpose is clearly stated in the introduction; reader can identify the genre and direction of paper ☐ Author objectively examines cases ☐ Author reaches own conclusion	☐ Purpose can be inferred in the first few paragraphs ☐ Author examines cases ☐ Author does not reach his/her own conclusion	☐ Purpose is unclear ☐ Author's examination of cases is incomplete; ☐ No conclusion is reached
Content	☐ Provides complete, accurate, and relevant information, based on extensive and careful research ☐ Language is appropriate and effective for genre and audience ☐ Vocabulary demonstrates in-depth knowledge of content. ☐ Author synthesizes ideas from the research, offering an original perspective on the topic.	☐ Provides accurate and relevant information, based on adequate research. ☐ Language is appropriate for genre and audience ☐ Vocabulary demonstrates knowledge of content ☐ Author analyzes the topic, by evaluating or interpreting ideas from the research	☐ Provides basic information, some of which may be incorrect and/or irrelevant; based on minimal research ☐ Language is not consistently appropriate for genre and/or audience ☐ Vocabulary is accurate, but doesn't reveal knowledge of content ☐ Author summarizes information, but doesn't fully analyze ideas from the research	☐ Lacks information about topic and/or information is inaccurate or irrelevant. ☐ Language is inappropriate for genre and/or audience ☐ Vocabulary is innaccurate ☐ Author may summarize information but does not offer any analysis
Thinking & Communication	☐ Communicates an in-depth understanding and insight into the issue(s) under discussion, through careful analysis and reflection ☐ Ideas are developed and expressed fully and clearly, using many appropriate examples, reasons, details, or explanations.	☐ Communicates a general understanding of the topic. ☐ Ideas are generally expressed clearly through adequate use of examples, reasons, details, or explanations.	☐ Communicates some understanding of the topic, but with limited analysis and reflection. ☐ Ideas are not expressed clearly or examples, reasons, details, and explanations are lacking.	☐ Communicates little understanding of the topic. ☐ Ideas are not expressed clearly and are not supported by examples, reasons, details, and explanations.
Mechanics	☐ With minor exceptions, grammar, punctuation, spelling, and capitalization are correct. ☐ Sources are cited correctly in the text and at the end of the paper.	☐ There are some errors in grammar, punctuation, spelling, and/or capitalization, but they do not distract reader or cause any confusion. ☐ Sources are cited correctly in the text and at the end of the paper. There may be several errors.	☐ Numerous errors in grammar, punctuation, spelling, and/or capitalization. ☐ Sources are not consistently and correctly cited throughout paper.	☐ Errors in grammar, punctuation, spelling, and/or capitalization impede understanding. ☐ Citations are missing or have many errors.
Organi-zation	☐ Organizational devices, such as paragraphs, sections, chapters, and transitions, have been used effectively.	☐ There are minor problems with organizational devices, such as paragraphs, sections, chapters, and transitions.	☐ Organizational devices, such as paragraphs, sections, chapters, or transitions, are flawed or lacking.	☐ The written sections lack organizational devices, such as paragraphs, sections, chapters, and transitions.
Revisions	☐ All revisions and edits have been made; student has also made some of his/her own revisions or incoporated suggestions from his/her mentor	☐ All major revisions and edits have been made	☐ Most revisions and edits have been made	☐ Few revisions or edits have been made

Literature Review

	Exceeds Standard-5	Meets Standard-4	Approaching Standard-2	Below Standard-1
Author's Purpose	☐ Author's purpose is clearly and eloquently stated in the introduction; reader can identify the genre and direction of paper ☐ Author clearly synthesizes articles, themes, and trends, weaving together objective information with personal analysis	☐ Author's purpose is stated in the introduction; reader can identify the genre and direction of paper ☐ Author objectively summarizes articles, and addresses themes and trends in order to answer own essential questions	☐ Author's purpose can be inferred in the first few paragraphs ☐ Author summarizes articles in order to answer own essential questions	☐ Author's purpose is unclear ☐ Articles are not summarized.
Content	☐ Provides complete, accurate, and relevant information, based on extensive and careful research ☐ Language is appropriate and effective for genre and audience ☐ Vocabulary demonstrates in-depth knowledge of content. ☐ Author synthesizes ideas from the research, offering an original perspective on the topic.	☐ Provides accurate and relevant information, based on adequate research. ☐ Language is appropriate for genre and audience ☐ Vocabulary demonstrates knowledge of content ☐ Author analyzes the topic, by evaluating or interpreting ideas from the research	☐ Provides basic information, some of which may be incorrect and/or irrelevant; based on minimal research ☐ Language is not consistently appropriate for genre and/or audience ☐ Vocabulary is accurate, but doesn't reveal knowledge of content ☐ Author summarizes information, but doesn't fully analyze ideas from the research	☐ Lacks information about topic and/or information is inaccurate or irrelevant. ☐ Language is inappropriate for genre and/or audience ☐ Vocabulary is innaccurate ☐ Author may summarize information but does not offer any analysis
Thinking & Communication	☐ Communicates an in-depth understanding and insight into the issue(s) under discussion, through careful analysis and reflection ☐ Ideas are developed and expressed fully and clearly, using many appropriate examples, reasons, details, or explanations.	☐ Communicates a general understanding of the topic. ☐ Ideas are generally expressed clearly through adequate use of examples, reasons, details, or explanations.	☐ Communicates some understanding of the topic, but with limited analysis and reflection. ☐ Ideas are not expressed clearly or examples, reasons, details, and explanations are lacking.	☐ Communicates little understanding of the topic. ☐ Ideas are not expressed clearly and are not supported by examples, reasons, details, and explanations.
Mechanics	☐ With minor exceptions, grammar, punctuation, spelling, and capitalization are correct. ☐ Sources are cited correctly in the text and at the end of the paper.	☐ There are some errors in grammar, punctuation, spelling, and/or capitalization, but they do not distract reader or cause any confusion. ☐ Sources are cited correctly in the text and at the end of the paper. There may be several errors.	☐ Numerous errors in grammar, punctuation, spelling, and/or capitalization. ☐ Sources are not consistently and correctly cited throughout paper.	☐ Errors in grammar, punctuation, spelling, and/or capitalization impede understanding. ☐ Citations are missing or have many errors.
Organization	☐ Organizational devices, such as paragraphs, sections, chapters, and transitions, have been used effectively.	☐ There are minor problems with organizational devices, such as paragraphs, sections, chapters, and transitions.	☐ Organizational devices, such as paragraphs, sections, chapters, or transitions, are flawed or lacking.	☐ The written sections lack organizational devices, such as paragraphs, sections, chapters, and transitions.
Revisions	☐ All revisions and edits have been made; student has also made some of his/her own revisions or incoporated suggestions from his/her mentor	☐ All major revisions and edits have been made	☐ Most revisions and edits have been made	☐ Few revisions or edits have been made

Traditional Research

	Exceeds Standard-5	Meets Standard-4	Approaching Standard-2	Below Standard-1
Author's Purpose	☐ Purpose is introduced clearly and articulately in the opening paragraphs of the paper. The genre and direction of the paper are easily identifiable. ☐ Author thoroughly and objectively presents information ☐ Author reaches own original conclusion	☐ Author's purpose is clearly stated in the introduction; reader can identify the genre and direction of paper ☐ Author presents information objectivly ☐ Author reaches own conclusion	☐ Author's purpose can be inferred in the first few paragraphs ☐ Author presents information, but with bias or a limited perspective ☐ Author does not reach his/her own conclusion	☐ Purpose is unclear ☐ Information is clearly lacking ☐ No conclusion is drawn.
Content	☐ Provides complete, accurate, and relevant information, based on extensive and careful research ☐ Language is appropriate and effective for genre and audience ☐ Vocabulary demonstrates in-depth knowledge of content. ☐ Author synthesizes ideas from the research, offering an original perspective on the topic.	☐ Provides accurate and relevant information, based on adequate research. ☐ Language is appropriate for genre and audience ☐ Vocabulary demonstrates knowledge of content ☐ Author analyzes the topic, by evaluating or interpreting ideas from the research	☐ Provides basic information, some of which may be incorrect and/or irrelevant; based on minimal research ☐ Language is not consistently appropriate for genre and/or audience ☐ Vocabulary is accurate, but doesn't reveal knowledge of content ☐ Author summarizes information, but doesn't fully analyze ideas from the research	☐ Lacks information about topic and/or information is inaccurate or irrelevant. ☐ Language is inappropriate for genre and/or audience ☐ Vocabulary is innaccurate ☐ Author may summarize information but does not offer any analysis
Thinking & Communication	☐ Communicates an in-depth understanding and insight into the issue(s) under discussion, through careful analysis and reflection ☐ Ideas are developed and expressed fully and clearly, using many appropriate examples, reasons, details, or explanations.	☐ Communicates a general understanding of the topic. ☐ Ideas are generally expressed clearly through adequate use of examples, reasons, details, or explanations.	☐ Communicates some understanding of the topic, but with limited analysis and reflection. ☐ Ideas are not expressed clearly or examples, reasons, details, and explanations are lacking.	☐ Communicates little understanding of the topic. ☐ Ideas are not expressed clearly and are not supported by examples, reasons, details, and explanations.
Mechanics	☐ With minor exceptions, grammar, punctuation, spelling, and capitalization are correct. ☐ Sources are cited correctly in the text and at the end of the paper.	☐ There are some errors in grammar, punctuation, spelling, and/or capitalization, but they do not distract reader or cause any confusion. ☐ Sources are cited correctly in the text and at the end of the paper. There may be several errors.	☐ Numerous errors in grammar, punctuation, spelling, and/or capitalization. ☐ Sources are not consistently and correctly cited throughout paper.	☐ Errors in grammar, punctuation, spelling, and/or capitalization impede understanding. ☐ Citations are missing or have many errors.
Organi-zation	☐ Organizational devices, such as paragraphs, sections, chapters, and transitions, have been used effectively.	☐ There are minor problems with organizational devices, such as paragraphs, sections, chapters, and transitions.	☐ Organizational devices, such as paragraphs, sections, chapters, or transitions, are flawed or lacking.	☐ The written sections lack organizational devices, such as paragraphs, sections, chapters, and transitions.
Revisions	☐ All revisions and edits have been made; student has also made some of his/her own revisions or incoproated suggestions from his/her mentor	☐ All major revisions and edits have been made	☐ Most revisions and edits have been made	☐ Few revisions or edits have been made

Historical Research

	Exceeds Standard-5	Meets Standard-4	Approaching Standard-2	Below Standard-1
Author's Purpose	□ Purpose is introduced clearly and articulately in the opening paragraphs of the paper. The genre and direction of the paper are easily identifiable. □ Author uses historical evidence to make an original argument	□ Author's purpose is clearly stated in the introduction; reader can identify the genre and direction of paper □ Author uses historical evidence to make an argument	□ Author's purpose can be inferred in the introduction □ Author begins to use historical evidence to make an argument	□ Author's purpose is unclear □ Historical evidence is not used to make an argument
Content	□ Provides complete, accurate, and relevant information, based on extensive and careful research □ Language is appropriate and effective for genre and audience □ Vocabulary demonstrates in-depth knowledge of content. □ Author synthesizes ideas from the research, offering an original perspective on the topic.	□ Provides accurate and relevant information, based on adequate research. □ Language is appropriate for genre and audience □ Vocabulary demonstrates knowledge of content □ Author analyzes the topic, by evaluating or interpreting ideas from the research	□ Provides basic information, some of which may be incorrect and/or irrelevant; based on minimal research □ Language is not consistently appropriate for genre and/or audience □ Vocabulary is accurate, but doesn't reveal knowledge of content □ Author summarizes information, but doesn't fully analyze ideas from the research	□ Lacks information about topic and/or information is inaccurate or irrelevant. □ Language is inappropriate for genre and/or audience □ Vocabulary is innaccurate □ Author may summarize information but does not offer any analysis
Thinking & Communication	□ Communicates an in-depth understanding and insight into the issue(s) under discussion, through careful analysis and reflection □ Ideas are developed and expressed fully and clearly, using many appropriate examples, reasons, details, or explanations.	□ Communicates a general understanding of the topic. □ Ideas are generally expressed clearly through adequate use of examples, reasons, details, or explanations.	□ Communicates some understanding of the topic, but with limited analysis and reflection. □ Ideas are not expressed clearly or examples, reasons, details, and explanations are lacking.	□ Communicates little understanding of the topic. □ Ideas are not expressed clearly and are not supported by examples, reasons, details, and explanations.
Mechanics	□ With minor exceptions, grammar, punctuation, spelling, and capitalization are correct. □ Sources are cited correctly in the text and at the end of the paper.	□ There are some errors in grammar, punctuation, spelling, and/or capitalization, but they do not distract reader or cause any confusion. □ Sources are cited correctly in the text and at the end of the paper. There may be several errors.	□ Numerous errors in grammar, punctuation, spelling, and/or capitalization. □ Sources are not consistently and correctly cited throughout paper.	□ Errors in grammar, punctuation, spelling, and/or capitalization impede understanding. □ Citations are missing or have many errors.
Organi-zation	□ Organizational devices, such as paragraphs, sections, chapters, and transitions, have been used effectively.	□ There are minor problems with organizational devices, such as paragraphs, sections, chapters, and transitions.	□ Organizational devices, such as paragraphs, sections, chapters, or transitions, are flawed or lacking.	□ The written sections lack organizational devices, such as paragraphs, sections, chapters, and transitions.
Revisions	□ All revisions and edits have been made; student has also made some of his/her own revisions or incoporated suggestions from his/her mentor	□ All major revisions and edits have been made	□ Most revisions and edits have been made	□ Few revisions or edits have been made

Memoir

	Exceeds Standard-5	Meets Standard-4	Approaching Standard-2	Below Standard-1
Author's Purpose	☐ Author's purpose is creatively revealed through detailed descriptions of settings, events, and character ☐ Author eloquently reveals how indelible moment has shaped own personality	☐ Author's purpose is revealed through detailed descriptions of settings, events, and character ☐ Author reveals how indelible moment has shaped own personality	☐ Author's purpose is overstated or difficult to infer ☐ Author begins to reveal how indelible moment has shaped own personality	☐ Author's purpose is unclear ☐ It is unclear how indelible moment has shaped own personality
Content	☐ Provides complete, accurate, and relevant information, based on extensive and careful research ☐ Language is appropriate and effective for genre and audience ☐ Vocabulary demonstrates in-depth knowledge of content. ☐ Author synthesizes ideas from the research, offering an original perspective on the topic.	☐ Provides accurate and relevant information, based on adequate research. ☐ Language is appropriate for genre and audience ☐ Vocabulary demonstrates knowledge of content ☐ Author analyzes the topic, by evaluating or interpreting ideas from the research	☐ Provides basic information, some of which may be incorrect and/or irrelevant; based on minimal research ☐ Language is not consistently appropriate for genre and/or audience ☐ Vocabulary is accurate, but doesn't reveal knowledge of content ☐ Author summarizes information, but doesn't fully analyze ideas from the research	☐ Lacks information about topic and/or information is inaccurate or irrelevant. ☐ Language is inappropriate for genre and/or audience ☐ Vocabulary is innaccurate ☐ Author may summarize information but does not offer any analysis
Thinking & Communication	☐ Communicates an in-depth understanding and insight into the issue(s) under discussion, through careful analysis and reflection ☐ Ideas are developed and expressed fully and clearly, using many appropriate examples, reasons, details, or explanations.	☐ Communicates a general understanding of the topic. ☐ Ideas are generally expressed clearly through adequate use of examples, reasons, details, or explanations.	☐ Communicates some understanding of the topic, but with limited analysis and reflection. ☐ Ideas are not expressed clearly or examples, reasons, details, and explanations are lacking.	☐ Communicates little understanding of the topic. ☐ Ideas are not expressed clearly and are not supported by examples, reasons, details, and explanations.
Mechanics	☐ With minor exceptions, grammar, punctuation, spelling, and capitalization are correct. ☐ Sources are cited correctly in the text and at the end of the paper.	☐ There are some errors in grammar, punctuation, spelling, and/or capitalization, but they do not distract reader or cause any confusion. ☐ Sources are cited correctly in the text and at the end of the paper. There may be several errors.	☐ Numerous errors in grammar, punctuation, spelling, and/or capitalization. ☐ Sources are not consistently and correctly cited throughout paper.	☐ Errors in grammar, punctuation, spelling, and/or capitalization impede understanding. ☐ Citations are missing or have many errors.
Organi-zation	☐ Organizational devices, such as paragraphs, sections, chapters, and transitions, have been used effectively.	☐ There are minor problems with organizational devices, such as paragraphs, sections, chapters, and transitions.	☐ Organizational devices, such as paragraphs, sections, chapters, or transitions, are flawed or lacking.	☐ The written sections lack organizational devices, such as paragraphs, sections, chapters, and transitions.
Revisions	☐ All revisions and edits have been made; student has also made some of his/her own revisions or incoproated suggestions from his/her mentor	☐ All major revisions and edits have been made	☐ Most revisions and edits have been made	☐ Few revisions or edits have been made

Scholarly Article

	Exceeds Standard-5	Meets Standard-4	Approaching Standard-2	Below Standard-1
Author's Purpose	☐ Author's purpose is clearly and articulately stated in the abstract; reader understands the purpose of the research and how it connects to other studies in the field ☐ Author describes own research and findings in an academic, college-level, professional way	☐ Author's purpose is clearly stated in the abstract; reader understands the purpose of the research and how it connects to other studies in the field ☐ Author describes own research and findings in an academic way	☐ Author's purpose can be inferred in the abstract; reader understands the purpose of the research ☐ Author describes own research and findings	☐ Author's purpose or research goals are unclear ☐ Original research and findings are unclear
Content	☐ Provides complete, accurate, and relevant information, based on extensive and careful research ☐ Language is appropriate and effective for genre and audience ☐ Vocabulary demonstrates in-depth knowledge of content. ☐ Author synthesizes ideas from the research, offering an original perspective on the topic.	☐ Provides accurate and relevant information, based on adequate research. ☐ Language is appropriate for genre and audience ☐ Vocabulary demonstrates knowledge of content ☐ Author analyzes the topic, by evaluating or interpreting ideas from the research	☐ Provides basic information, some of which may be incorrect and/or irrelevant; based on minimal research ☐ Language is not consistently appropriate for genre and/or audience ☐ Vocabulary is accurate, but doesn't reveal knowledge of content ☐ Author summarizes information, but doesn't fully analyze ideas from the research	☐ Lacks information about topic and/or information is inaccurate or irrelevant. ☐ Language is inappropriate for genre and/or audience ☐ Vocabulary is innaccurate ☐ Author may summarize information but does not offer any analysis
Thinking & Communication	☐ Communicates an in-depth understanding and insight into the issue(s) under discussion, through careful analysis and reflection ☐ Ideas are developed and expressed fully and clearly, using many appropriate examples, reasons, details, or explanations.	☐ Communicates a general understanding of the topic. ☐ Ideas are generally expressed clearly through adequate use of examples, reasons, details, or explanations.	☐ Communicates some understanding of the topic, but with limited analysis and reflection. ☐ Ideas are not expressed clearly or examples, reasons, details, and explanations are lacking.	☐ Communicates little understanding of the topic. ☐ Ideas are not expressed clearly and are not supported by examples, reasons, details, and explanations.
Mechanics	☐ With minor exceptions, grammar, punctuation, spelling, and capitalization are correct. ☐ Sources are cited correctly in the text and at the end of the paper.	☐ There are some errors in grammar, punctuation, spelling, and/or capitalization, but they do not distract reader or cause any confusion. ☐ Sources are cited correctly in the text and at the end of the paper. There may be several errors.	☐ Numerous errors in grammar, punctuation, spelling, and/or capitalization. ☐ Sources are not consistently and correctly cited throughout paper.	☐ Errors in grammar, punctuation, spelling, and/or capitalization impede understanding. ☐ Citations are missing or have many errors.
Organi-zation	☐ Organizational devices, such as paragraphs, sections, chapters, and transitions, have been used effectively.	☐ There are minor problems with organizational devices, such as paragraphs, sections, chapters, and transitions.	☐ Organizational devices, such as paragraphs, sections, chapters, or transitions, are flawed or lacking.	☐ The written sections lack organizational devices, such as paragraphs, sections, chapters, and transitions.
Revisions	☐ All revisions and edits have been made; student has also made some of his/her own revisions or incoproated suggestions from his/her mentor	☐ All major revisions and edits have been made	☐ Most revisions and edits have been made	☐ Few revisions or edits have been made

Feature Article

	Exceeds Standard-5	Meets Standard-4	Approaching Standard-2	Below Standard-1
Author's Purpose	☐ Article is creative and appeals to a mainstream and varied audience ☐ Sidebar articles are original and provide new perspectives on the topic ☐ Graphic content and layout is purposeful and enhances the main article	☐ Article is engaging and accessible to a mainstream audience ☐ Main article is complemented (but not overwhelemed or repeated) by sidebar articles ☐ Graphic content and layout is purposeful and enhances the main article	☐ Article appeals to a limited audience ☐ Main article contains sidebar articles, but they don't add much interest or information ☐ Graphic content and/or layout doesn't complement article	☐ Article is not engaging ☐ Sidebars are missing or irrelevant ☐ Graphic content and/or layout is not utilized
Content	☐ Provides complete, accurate, and relevant information, based on extensive and careful research ☐ Language is appropriate and effective for genre and audience ☐ Vocabulary demonstrates in-depth knowledge of content. ☐ Author synthesizes ideas from the research, offering an original perspective on the topic.	☐ Provides accurate and relevant information, based on adequate research. ☐ Language is appropriate for genre and audience ☐ Vocabulary demonstrates knowledge of content ☐ Author analyzes the topic, by evaluating or interpreting ideas from the research	☐ Provides basic information, some of which may be incorrect and/or irrelevant; based on minimal research ☐ Language is not consistently appropriate for genre and/or audience ☐ Vocabulary is accurate, but doesn't reveal knowledge of content ☐ Author summarizes information, but doesn't fully analyze ideas from the research	☐ Lacks information about topic and/or information is inaccurate or irrelevant. ☐ Language is inappropriate for genre and/or audience ☐ Vocabulary is innaccurate ☐ Author may summarize information but does not offer any analysis
Thinking & Communication	☐ Communicates an in-depth understanding and insight into the issue(s) under discussion, through careful analysis and reflection ☐ Ideas are developed and expressed fully and clearly, using many appropriate examples, reasons, details, or explanations.	☐ Communicates a general understanding of the topic. ☐ Ideas are generally expressed clearly through adequate use of examples, reasons, details, or explanations.	☐ Communicates some understanding of the topic, but with limited analysis and reflection. ☐ Ideas are not expressed clearly or examples, reasons, details, and explanations are lacking.	☐ Communicates little understanding of the topic. ☐ Ideas are not expressed clearly and are not supported by examples, reasons, details, and explanations.
Mechanics	☐ With minor exceptions, grammar, punctuation, spelling, and capitalization are correct. ☐ Sources are cited correctly in the text and at the end of the paper.	☐ There are some errors in grammar, punctuation, spelling, and/or capitalization, but they do not distract reader or cause any confusion. ☐ Sources are cited correctly in the text and at the end of the paper. There may be several errors.	☐ Numerous errors in grammar, punctuation, spelling, and/or capitalization. ☐ Sources are not consistently and correctly cited throughout paper.	☐ Errors in grammar, punctuation, spelling, and/or capitalization impede understanding. ☐ Citations are missing or have many errors.
Organi-zation	☐ Organizational devices, such as paragraphs, sections, chapters, and transitions, have been used effectively.	☐ There are minor problems with organizational devices, such as paragraphs, sections, chapters, and transitions.	☐ Organizational devices, such as paragraphs, sections, chapters, or transitions, are flawed or lacking.	☐ The written sections lack organizational devices, such as paragraphs, sections, chapters, and transitions.
Revisions	☐ All revisions and edits have been made; student has also made some of his/her own revisions or incoproated suggestions from his/her mentor	☐ All major revisions and edits have been made	☐ Most revisions and edits have been made	☐ Few revisions or edits have been made

Policy Paper

	Exceeds Standard-5	Meets Standard-4	Approaching Standard-2	Below Standard-1
Author's Purpose	☐ Author clearly presents multiple research-based perspectives of the issue ☐ Author's evidence is thorugh and convinving	☐ Author presents multiple research-based perspectives of the issue ☐ Author provides evidence of own proposal and persuades the reader of its benefit	☐ Author presents limited perspectives of the issue ☐ Author provides some evidence of own proposal and begins to persuade the reader of its benefit	☐ Lacks different perspectives ☐ No evidence of own proposal provided; reader is not persuaded
Content	☐ Provides complete, accurate, and relevant information, based on extensive and careful research ☐ Language is appropriate and effective for genre and audience ☐ Vocabulary demonstrates in-depth knowledge of content. ☐ Author synthesizes ideas from the research, offering an original perspective on the topic.	☐ Provides accurate and relevant information, based on adequate research. ☐ Language is appropriate for genre and audience ☐ Vocabulary demonstrates knowledge of content ☐ Author analyzes the topic, by evaluating or interpreting ideas from the research	☐ Provides basic information, some of which may be incorrect and/or irrelevant; based on minimal research ☐ Language is not consistently appropriate for genre and/or audience ☐ Vocabulary is accurate, but doesn't reveal knowledge of content ☐ Author summarizes information, but doesn't fully analyze ideas from the research	☐ Lacks information about topic and/or information is inaccurate or irrelevant. ☐ Language is inappropriate for genre and/or audience ☐ Vocabulary is innaccurate ☐ Author may summarize information but does not offer any analysis
Thinking & Communication	☐ Communicates an in-depth understanding and insight into the issue(s) under discussion, through careful analysis and reflection ☐ Ideas are developed and expressed fully and clearly, using many appropriate examples, reasons, details, or explanations.	☐ Communicates a general understanding of the topic. ☐ Ideas are generally expressed clearly through adequate use of examples, reasons, details, or explanations.	☐ Communicates some understanding of the topic, but with limited analysis and reflection. ☐ Ideas are not expressed clearly or examples, reasons, details, and explanations are lacking.	☐ Communicates little understanding of the topic. ☐ Ideas are not expressed clearly and are not supported by examples, reasons, details, and explanations.
Mechanics	☐ With minor exceptions, grammar, punctuation, spelling, and capitalization are correct. ☐ Sources are cited correctly in the text and at the end of the paper.	☐ There are some errors in grammar, punctuation, spelling, and/or capitalization, but they do not distract reader or cause any confusion. ☐ Sources are cited correctly in the text and at the end of the paper. There may be several errors.	☐ Numerous errors in grammar, punctuation, spelling, and/or capitalization. ☐ Sources are not consistently and correctly cited throughout paper.	☐ Errors in grammar, punctuation, spelling, and/or capitalization impede understanding. ☐ Citations are missing or have many errors.
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Literary Criticism

	Exceeds Standard-5	**Meets Standard-4**	**Approaching Standard-2**	**Below Standard-1**
Author's Purpose	☐ Author clearly presents multiple research-based perspectives of the issue ☐ Author's evidence is thorugh and convinving	☐ Author presents multiple research-based perspectives of the issue ☐ Author provides evidence of own proposal and persuades the reader of its benefit	☐ Author presents limited perspectives of the issue ☐ Author provides some evidence of own proposal and begins to persuade the reader of its benefit	☐ Lacks different perspectives ☐ No evidence of own proposal provided; reader is not persuaded
Content	☐ Provides complete, accurate, and relevant information, based on extensive and careful research ☐ Language is appropriate and effective for genre and audience ☐ Vocabulary demonstrates in-depth knowledge of content. ☐ Author synthesizes ideas from the research, offering an original perspective on the topic.	☐ Provides accurate and relevant information, based on adequate research. ☐ Language is appropriate for genre and audience ☐ Vocabulary demonstrates knowledge of content ☐ Author analyzes the topic, by evaluating or interpreting ideas from the research	☐ Provides basic information, some of which may be incorrect and/or irrelevant; based on minimal research ☐ Language is not consistently appropriate for genre and/or audience ☐ Vocabulary is accurate, but doesn't reveal knowledge of content ☐ Author summarizes information, but doesn't fully analyze ideas from the research	☐ Lacks information about topic and/or information is inaccurate or irrelevant. ☐ Language is inappropriate for genre and/or audience ☐ Vocabulary is innaccurate ☐ Author may summarize information but does not offer any analysis
Thinking & Communication	☐ Communicates an in-depth understanding and insight into the issue(s) under discussion, through careful analysis and reflection ☐ Ideas are developed and expressed fully and clearly, using many appropriate examples, reasons, details, or explanations.	☐ Communicates a general understanding of the topic. ☐ Ideas are generally expressed clearly through adequate use of examples, reasons, details, or explanations.	☐ Communicates some understanding of the topic, but with limited analysis and reflection. ☐ Ideas are not expressed clearly or examples, reasons, details, and explanations are lacking.	☐ Communicates little understanding of the topic. ☐ Ideas are not expressed clearly and are not supported by examples, reasons, details, and explanations.
Mechanics	☐ With minor exceptions, grammar, punctuation, spelling, and capitalization are correct. ☐ Sources are cited correctly in the text and at the end of the paper.	☐ There are some errors in grammar, punctuation, spelling, and/or capitalization, but they do not distract reader or cause any confusion. ☐ Sources are cited correctly in the text and at the end of the paper. There may be several errors.	☐ Numerous errors in grammar, punctuation, spelling, and/or capitalization. ☐ Sources are not consistently and correctly cited throughout paper.	☐ Errors in grammar, punctuation, spelling, and/or capitalization impede understanding. ☐ Citations are missing or have many errors.
Organi-zation	☐ Organizational devices, such as paragraphs, sections, chapters, and transitions, have been used effectively.	☐ There are minor problems with organizational devices, such as paragraphs, sections, chapters, and transitions.	☐ Organizational devices, such as paragraphs, sections, chapters, or transitions, are flawed or lacking.	☐ The written sections lack organizational devices, such as paragraphs, sections, chapters, and transitions.
Revisions	☐ All revisions and edits have been made; student has also made some of his/her own revisions or incoproated suggestions from his/her mentor	☐ All major revisions and edits have been made	☐ Most revisions and edits have been made	☐ Few revisions or edits have been made