

## English 102 Assessment for Final Research Essay

	<b>An Essay that Exceeds Basic Expectations:</b>	<b>An Essay that Meets Basic Expectations:</b>	<b>An Essay that Does not Quite Meet Basic Expectations:</b>	<b>An Essay that Does not Meet Basic Expectations:</b>
<b>Thesis and Focus</b>  <b>SLO 3, 5</b>	--asserts a clear, sophisticated, arguable thesis that can be reasonably developed in 3000-3500 words --remains focused on the thesis throughout in an immediately recognizable way --shows mastery of the narrowed topic and articulates its complexities	--asserts a clear, arguable thesis that can be reasonably developed in 3000-3500 words --remains largely focused on the thesis --shows some mastery of the narrowed topic and largely articulates its complexities	--states a thesis that may not be clear or arguable or that cannot be reasonably developed in 3000-3500 words --occasionally strays from the thesis --may show little mastery of the topic and may not adequately articulate its complexities	--does not state a thesis or states a thesis that the writer later abandons --frequently strays from the thesis or discusses a different thesis entirely --does not show mastery of the topic and does not articulate its complexities
<b>Reasoning and Support</b>  <b>SLO 2, 4, 5, 6</b>	--thoroughly supports and develops the thesis using about 10-12 relevant, credible, and richly varied sources, including at least two scholarly sources --uses an appropriate and sophisticated argumentative strategy --synthesizes relevant source support into the essay's argument through effective interpretation and analysis --consistently uses an appropriate balance of analysis, summary, paraphrase, quotation in order to develop the thesis --considers and convincingly responds to varying claims	--sufficiently supports and develops the thesis using about 10-12 fairly relevant, credible, and varied sources, including at least one scholarly source --uses an appropriate argumentative strategy --provides some synthesis of relevant source support into the essay's argument through interpretation and analysis --mostly uses an appropriate balance of analysis, summary, paraphrase, quotation in order to develop the thesis --might rely somewhat too much on direct quotation --considers varying claims and offers some response	--provides some support and development of the thesis, but may need more sources or sources may not be entirely relevant, credible, or varied --may not include scholarly sources --may lack an appropriate argumentative strategy --provides some interpretation and analysis of source material, but may fail to effectively synthesize source material into the essay's argument --has some balance of analysis, summary, paraphrase, quotation --may use direct quotation where paraphrase or summary would be more appropriate --does not adequately consider or respond to varying claims	--provides insufficient support and development of the thesis, perhaps because of too few relevant, credible, or varied sources --does not have an argumentative strategy --does not synthesize source material into the essay's argument and lacks interpretation and analysis of source material --does not balance analysis, summary, paraphrase, quotation --might rely on direct quotation to the exclusion of paraphrase and summary --lacks consideration of varying claims
<b>Organization</b>  <b>SLO 5</b>	--presents a logical progression of ideas based on the thesis --maintains focus within each paragraph --uses a highly effective title, introduction, and conclusion --provides clear and directive topic sentences and sophisticated transitions within and between paragraphs	--presents a largely logical progression of ideas based on the thesis --maintains focus within most paragraphs --uses a satisfactory title, introduction, and conclusion --mostly provides topic sentences and has basic transitions within and between paragraphs	--relies on a progression of ideas that is not entirely logical and/or is not always related to the thesis --loses focus within some paragraphs --uses an introduction and conclusion, though one or both might be limited; might be missing a title --occasionally provides topic sentences and	--has a progression of ideas that is not logical and/or is not based on the thesis --does not maintain focus within paragraphs --might use a title, introduction, and/or conclusion though one or more might be limited or missing --largely fails to provide topic sentences

	--includes logical paragraph breaks	--includes largely logical paragraph breaks	uses transitions inconsistently within and/or between paragraphs --breaks paragraphs in ways that may not always be logical to the reader	and either does not use transitions or uses transitions that are ineffective --does not use logical paragraph breaks
<b>MLA Citation</b> <b>SLO 2</b>	--consistently introduces source material with varied and effective signal phrasing --maintains strict ethical standards and avoids plagiarism through correct and precise paraphrasing, use of quotation marks, in-text citations and an MLA works cited page	--introduces most source material with signal phrasing --avoids plagiarism through competent paraphrasing and use of quotation marks, and mostly correct in-text citations and an MLA works cited page	--largely lacks clear signal phrasing --provides minimal framing of source material --includes some weak paraphrasing, errors in the use of quotation marks, and/or errors in the in-text citations or an MLA works cited page	-- lacks signal phrasing --lacks framing of source material --includes weak or inadequate paraphrasing and/or significant errors in the use of quotation marks --includes significant errors in the in-text citations and/or an MLA works cited page, or lacks one or both of these --might be unintentionally plagiarizing sources because of the above weaknesses
<b>Voice &amp; Style</b> <b>SLO 6, 7</b>	--effectively engages an academic audience --employs varied sentence structures for style and reader interest --exhibits a precise and sophisticated vocabulary	--targets an academic audience --uses varied sentences, but may occasionally repeat certain structures and lengths --exhibits largely effective word choice though there may some misuse, ineffective repetition, and/or a minimal use of slang/cliché.	--does not consistently engage an academic audience --exhibits some lack of control over sentence structures, possibly repeating a simple syntax or creating a needlessly complex syntax --may be limited by an inadequate vocabulary, with word choice that is imprecise, repetitive, and/or reliant on slang and cliché	--lacks awareness of an academic audience --lacks control of sentence structures, relying on careless or received patterns --uses an imprecise and simplistic vocabulary that might also contain deceptive or inflammatory language and that might be heavily reliant on slang and cliché
<b>Conventions of Grammar, Mechanics, &amp; Page Layout</b> <b>SLO 7</b>	--does not display any serious patterns of error --maintains a consistent point of view and appropriate verb tense --contains very few mistakes of syntax, grammar, and punctuation, and none that interfere with meaning --correctly use MLA standards for page layout	--may display patterns of error, which do not significantly interfere with meaning --rarely strays from a consistent point of view and an appropriate use of tense --features occasional mistakes with syntax, grammar, and punctuation, but not enough to significantly interfere with meaning --largely uses MLA standards for page layout correctly with few mistakes	--displays patterns of error that either distract or sometimes interfere with meaning --tends to stray from a consistent point of view and appropriate use of tense --approaches standard written English, but significant mistakes with syntax, grammar, and punctuation make meaning unclear at points --approaches the use of MLA standards for page layout	--displays serious patterns of error that substantially interfere with meaning --lacks control over point of view and tense --does not show mastery of the conventions of standard written English, and serious mistakes with syntax, grammar, and punctuation compromise clear communication --does not display knowledge of MLA standards for page layout

- A student's overall grade is determined by the balance of assessments; however, an "Undeveloped" assessment in one or more areas might lead to an overall failing assignment grade. (For instance, if a student has intentionally or unintentionally plagiarized, this issue alone could lead to a failing grade.)