

## **Content**

### **Above or at College Level Writing: Content**

\_\_\_\_ **(4) Exceeds expectations for college level writing: Grading guideline = 90-100%**

Maintains clear and obvious purpose; focuses clearly on one significant main idea or topic throughout; uses relevant, specific, and convincing supporting details; demonstrates superior knowledge of resource documentation, if required.

\_\_\_\_ **(3) Meets expectations for college level writing: Grading guideline = 70-89%**

Contains purpose but not consistently clear or obvious; presents one main idea or topic but the significance is less clear; uses adequate supporting details; documents resources but may not be error free.

### **Below College Level Writing: Content**

\_\_\_\_ **(2) in 2 or 3 of the following areas: Grading guideline = 60-69%**

- \_\_\_\_ Presenting a purpose that is confused, general, or vague
- \_\_\_\_ Presenting main idea but does not state it precisely or clearly
- \_\_\_\_ Insufficient use of specific details or examples
- \_\_\_\_ Using incorrect documentation (when required) or no documentation

\_\_\_\_ **(1) Below college level writing with intervention needed in all areas of the following areas: Grading guideline = below 59%**

- \_\_\_\_ Does not present a unifying purpose
- \_\_\_\_ Presents main idea but does not state it precisely or clearly
- \_\_\_\_ Insufficient specific details or examples
- \_\_\_\_ Uses incorrect documentation (when required) or no documentation

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## **Organization**

### **Above or at College Level Writing: Organization**

\_\_\_\_ **(4) Exceeds expectations for college level writing: Grading guideline = 90-100%**

Maintains clear and obvious organization; demonstrates effective paragraphing using appropriate transitions with emphasis upon conveying the relationship between ideas.

\_\_\_\_ **(3) Meets expectations for college level writing: Grading guideline = 70-89%**

Uses a suitable organizational plan; contains adequate paragraphing with some transitions that attempt to convey relationships between ideas.

### **Below College Level Writing: Organization:**

\_\_\_\_ **(2) Approaches expectations for college level writing with intervention needed in 2 or 3 of the following areas: Grading guideline = 60-69%**

- \_\_\_\_ Unclear order of essay
- \_\_\_\_ Inadequate paragraphing with few or no transitions
- \_\_\_\_ Unclear or jumbled paragraphs
- \_\_\_\_ Unclear or jumbled sentences
- \_\_\_\_ Paragraphs not balanced in amount of development and support

\_\_\_\_ **(1) Below college level writing with intervention needed in all areas: Grading guideline = below 59%**

- \_\_\_\_ Unclear order of essay
- \_\_\_\_ Inadequate paragraphing with few or no transitions
- \_\_\_\_ Unclear or jumbled paragraphs
- \_\_\_\_ Unclear or jumbled sentences
- \_\_\_\_ Paragraphs not balanced in amount of development and support

## **Sentence Structure and Mechanical Errors**

**Above or at College Level Writing: Sentence Structure and Mechanical Errors**

\_\_\_\_ **(4) Exceeds expectations for college level writing of Sentence Structure and Mechanical**

**Errors: Grading guideline = 90-100%**

Uses correct, varied sentences with few, if any, errors in mechanics, grammar, syntax, or spelling.

\_\_\_\_ **(3) Meets expectations for college level writing of Sentence Structure and Mechanical Errors:**

**Grading guideline = 70-89%**

Uses sentences that are usually correct but sometimes awkward; some errors in mechanics, grammar, syntax, or spelling that do not affect reader understanding.

**Below College Level Writing in Sentence Structure and Mechanical Errors:**

\_\_\_\_ **(2) Approaches expectations for college level writing with intervention needed in 2 or 3 of the following areas: Grading guideline = 60-69%**

\_\_\_\_ Writing that exhibits some difficulties:

\_\_\_\_ fragments

\_\_\_\_ comma splices

\_\_\_\_ subject-verb agreement

\_\_\_\_ spelling errors

\_\_\_\_ person shifts

\_\_\_\_ in-text citation punctuation

\_\_\_\_ works cited punctuation

\_\_\_\_ other distracting features in usage

\_\_\_\_ **(1) Below college level writing with intervention needed in 4 or 5 of the following areas:**

**Grading guideline = below 59%**

\_\_\_\_ Writing that exhibits multiple difficulties:

\_\_\_\_ fragments

\_\_\_\_ comma splices

\_\_\_\_ subject-verb agreement

\_\_\_\_ spelling errors

\_\_\_\_ person shifts

\_\_\_\_ in-text citation punctuation

\_\_\_\_ works cited punctuation

\_\_\_\_ other distracting features in usage

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## **Voice and Diction**

**Above or at College Level Writing: Voice and Diction**

\_\_\_\_ **(4) Exceeds expectations for college level writing: Grading guideline = 90-100%**

Uses language effectively (applies terms correctly), with a consistent and appropriate tone for the intended audience.

\_\_\_\_ **(3) Meets expectations for college level writing:**

Uses language that is adequate but occasionally unclear; incorporates tone that may be uneven or inconsistent tone for the intended audience.

**Below College Level Writing: Voice and Diction:**

\_\_\_\_ **(2) Approaches expectations for college level writing with intervention needed in 2 or 3 of the following areas: Grading guideline = 60-69%**

\_\_\_\_ Vocabulary is often unclear and repetitious

\_\_\_\_ Diction is often nonstandard

\_\_\_\_ Terminology is often difficult to understand or is misused

\_\_\_\_ Use of passive voice

\_\_\_\_ Inconsistent voice or tone

\_\_\_\_ **(1) Below college level writing with intervention needed in 4 or 5 areas of the following areas: Grading guideline = below 59%**

\_\_\_\_ Vocabulary is often unclear and repetitious

\_\_\_\_ Diction is often nonstandard

\_\_\_\_ Terminology is often difficult to understand or is misused

\_\_\_\_ Use of passive voice

\_\_\_\_ Inconsistent voice or tone

\_\_\_\_ **Total Score ÷ 4** = \_\_\_\_\_ **Overall Score**

**Recommended Interventions:**

\_\_\_\_ Review or repeat lesson practices

\_\_\_\_ OWL practice

\_\_\_\_ Smartthinking

\_\_\_\_ Rio Salado College tutors