**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
  - ____ 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
  - ____ in-text citation punctuation
  - ____ works cited punctuation
  - ____ other distracting features in usage

**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

\[
\text{Total Score ÷ 4} = \text{Overall Score}
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**Recommended Interventions:**

____ Review or repeat lesson practices  
____ OWL practice  
____ Smartthinking

____ Rio Salado College tutors