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 main idea, 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%
____Presents a purpose that is confusing, general, or vague
____Presents a main idea but does not state it precisely or clearly
____Insufficient use of specific details or examples
____Uses incorrect documentation (when required) or no documentation

____(1) Below college level writing with intervention needed in all 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

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
**Language and Mechanical Errors**

**Above or at College-level Writing: Language and Mechanical Errors**

___(4) Exceeds expectations for college-level writing of Language and Mechanical Errors:  

**Grading guideline = 90-100%**

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

___(3) Meets expectations for college-level writing of Language and Mechanical Errors:  

**Grading guideline = 70-89%**

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

**Below College-Level Writing in Language 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:
  - Vocabulary is unclear and repetitious
  - Diction is often nonstandard
  - Subject-verb agreement
  - Spelling errors
  - Fragmented writing
  - 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:
  - Vocabulary is unclear and repetitious
  - Diction is often nonstandard
  - Subject-verb agreement
  - Spelling errors
  - Fragmented writing
  - Other distracting features in usage

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**Critical Thinking Inference**

**Above or at College-Level Writing: Critical Thinking Inference**

___(4) Exceeds expectations for college-level writing:  

**Grading guideline = 90-100%**

Uses inference to reason carefully from clearly stated premises to important implications and consequences.

___(3) Meets expectations for college-level writing:  

Uses inference to reason completely from clearly stated premises to important implications and consequences.

**Below College-Level Writing: Critical Thinking Inference:**

___(2) Approaches expectations for college-level writing with intervention needed:  

**Grading guideline = 60-69%**

Uses inference to reason inconsistently from stated premises to implications and consequences.

___(1) Below college-level writing with intervention needed:  

**Grading guideline = below 59%**

Is unable to or infrequently uses inference. Cannot clearly state premises or recognize implications and consequences.

_________Total Score ÷ 4 = _________________ Overall Score

**Recommended Interventions:**

___ Review or repeat lesson practices   ___OWL practice   ___Smarthinking.com

___ Rio Salado College tutors