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| **Pick 2 Essay Assignment**  **100 %** | | | | | | |
|  | **Exemplary** **4 pts** | **Accomplished** **3.4 pts** | **Developing** **3 pts** | **Beginning** **2.6 pts** | **Did not attempt** **0 pts** |  |
| **Essay 1** | | | | | | |
| **Introduction**  **5 %** | Exemplary  Strong introduction of topic's key question(s) and/or terms. Clearly explains subtopics to be reviewed. Thesis statement is clear and in accordance with the spirit of the assignment. | Accomplished  Conveys the topic and key question(s). Subtopics are explained, and general thesis statement is made. | Developing  Conveys the nature of the topic, but does not present the key question(s) to be assessed. Describes the subtopics and makes a general thesis statement which requires additional clarity. | Beginning  Does not adequately convey the topic to be assessed. Does not describe any relevant subtopics, lacks an adequate thesis statement. | Did not attempt  Incoherent introduction. No clear thesis statement, no research question presented. |  |
| **Focus & Sequencing**  **10 %** | Exemplary  All material clearly related to main topic and subtopics. Paper demonstrates strong organization and integration of material within the different topic areas. Strong transitions present linking subtopics, and main topic. | Accomplished  All material clearly related to subtopic, main topic and logically organized within subtopics. Clear, varied transitions linking subtopics, and main topic. | Developing  Most material closely related to the main topic and subtopics. Material may not be organized within the subtopics clearly. Attempt to provide a variety of transitions. | Beginning  Little evidence material is logically organized into topics, subtopics, or related components. Many transitions are unclear or nonexistent. | Did not attempt  Severely lacking focus and clarity throughout. Presentation of ideas lacks smooth transitions and ideas jump from concept to concept without a clear link. Ideas bulleted rather than written as a narrative. |  |
| **Support**  **10 %** | Exemplary  Uses sufficient, credible, and relevant information from sources to support the thesis/argument. Information is impeccably organized to provide a logical and clear basis for the presented argument. Use of required sources exceeds expectations. | Accomplished  Uses credible and relevant information, but needs some additional information to fully support the argument/thesis. Information is mostly organized to provide a logical and clear basis for the argument. Use of required sources meets expectations. | Developing  Sources are generally acceptable but not peer-reviewed research (evidence) based. References Wikipedia or other unreliable websites. | Beginning  Sources are generally acceptable but not peer-reviewed research (evidence) based. References Wikipedia or other unreliable websites. Fails to meet minimum required source expectations. | Did not attempt  Relies on insufficient unreliable or irrelevant information. Information is not organized, logic of the argument is difficult to follow. No references incorporated. |  |
| **Conclusion**  **5 %** | Exemplary  Strong review of key conclusions. Strong integration with thesis statement. Insightful discussion of impact of the research material on the topic presented. | Accomplished  Strong review of key conclusions. Strong integration with thesis statement. Discusses impact of researched material on the topic presented. | Developing  Review of key conclusions. Some integration witht hesis statement. Discusses the impact of the researched material on the topic presented. | Beginning  Does not summarize evidence with respect to thesis statement. Does not discuss the impact of research material on the topic presented. | Did not attempt  No clear conclusion provided. |  |
| **Grammar & Mechanics**  **10 %** | Exemplary  The paper is free of grammatical errors, spelling errors and punctuation errors. | Accomplished  Grammatical errors or spelling and punctuation errors are rare and do not detract from the paper. | Developing  A few grammatical, spelling, or punctuation errors are made and interfere with the reading of the paper. | Beginning  Grammatical errors or spelling and punctuation substantially detract from the paper. | Did not attempt  Not written at the college level. |  |
| **Writing Style and Communication** **10 %** | Exemplary  No errors in Turabian writing style are made. Scholarly writing is maintained throughout. Writing is flowing and easy to follow. All references and citations are correctly written and present. | Accomplished  Minor errors in Turabian writing style are made, but they do not detract from the paper. Scholarly writing style is maintained throughout. Writing has minimal awkward or unclear passages. One reference or citation missing from paper or reference list, or errors are made on source list. | Developing  Errors in Turabian writing style are noticeable. Word choice occasionally uses an information tone of voice. Writing has a few awkward or unclear passages. Two references or citations are missing from the paper or references list. Errors are made on the references list. | Beginning  Errors in Turabian writing style detract substantially from the paper. Word choice is informal in tone. Writing is choppy, with many awkward or unclear passages. References and citation errors detract significantly from the paper. | Did not attempt  Turabian writing style not used within paper. Writing is choppy and unclear. Referencing and citation errors severely detract from the presentation of the paper. |  |
| **Essay 2** | | | | | | |
| **Introduction**  **5 %** | Exemplary  Strong introduction of topic's key question(s) and/or terms. Clearly explains subtopics to be reviewed. Thesis statement is clear and in accordance with the spirit of the assignment. | Accomplished  Conveys the topic and key question(s). Subtopics are explained, and general thesis statement is made. | Developing  Conveys the nature of the topic, but does not present the key question(s) to be assessed. Describes the subtopics and makes a general thesis statement which requires additional clarity.. | Beginning  Does not adequately convey the topic to be assessed. Does not describe any relevant subtopics, lacks an adequate thesis statement. | Did not attempt  Incoherent introduction. No clear thesis statement, no research question presented. |  |
| **Focus & Sequencing**  **10 %** | Exemplary  All material clearly related to main topic and subtopics. Paper demonstrates strong organization and inegration of material within the different topic areas. Strong transitions present linking subtopics, and main topic. | Accomplished  All material clearly related to subtopic, main topic and logically organized within subtopics. Clear, varied transitions linking subtopics, and main topic. | Developing  Most material closely related to the main topic and subtopics. Material may not be organized within the subtopics clearly. Attempt to provide a variety of transitions. | Beginning  Little evidence material is logically organized into topics, subtopics, or related components. Many transitions are unclear or nonexistent. | Did not attempt  Severely lacking focus and clarity throughout. Presentation of ideas lacks smooth transitions and ideas jump from concept to concept without a clear link. Ideas bulleted rather than written as a narrative. |  |
| **Support**  **10 %** | Exemplary  Uses sufficient, credible, and relevant information from sources to support the thesis/argument. Information is impeccably organized to provide a logical and clear basis for the presented argument. Use of required sources exceeds expectations. | Accomplished  Uses credible and relevant information, but needs some additional information to fully support the argument/thesis. Information is mostly organized to provide a logical and clear basis for the argument. Use of required sources meets expectations. | Developing  Sources are generally acceptable but not peer-reviewed research (evidence) based. References Wikipedia or other unreliable websites. | Beginning  Sources are generally acceptable but not peer-reviewed research (evidence) based. References Wikipedia or other unreliable websites. Fails to meet minimum required source expectations. | Did not attempt  Relies on insufficient unreliable or irrelevant information. Information is not organized, logic of the argument is difficult to follow. No references incorporated. |  |
| **Conclusion**  **5 %** | Exemplary  Strong review of key conclusions. Strong integration with thesis statement. Insightful discussion of impact of the research material on the topic presented. | Accomplished  Strong review of key conclusions. Strong integration with thesis statement. Discusses impact of researched material on the topic presented. | Developing  Review of key conclusions. Some integration witht hesis statement. Discusses the impact of the researched material on the topic presented. | Beginning  Does not summarize evidence with respect to thesis statement. Does not discuss the impact of research material on the topic presented. | Did not attempt  No clear conclusion provided. |  |
| **Grammar and Mechanics**  **10 %** | Exemplary  The paper is free of grammatical errors, spelling errors and punctuation errors. | Accomplished  Grammatical errors or spelling and punctuation errors are rare and do not detract from the paper. | Developing  A few grammatical, spelling, or punctuation errors are made and interfere with the reading of the paper. | Beginning  Grammatical errors or spelling and punctuation substantially detract from the paper. | Did not attempt  Not written at the college level. |  |
| **Writing Style and Communcation**  **10 %** | Exemplary  No errors in Turabian writing style are made. Scholarly writing is maintained throughout. Writing is flowing and easy to follow. All references and citations are correctly written and present. | Accomplished  Minor errors in Turabian writing style are made, but they do not detract from the paper. Scholarly writing style is maintained throughout. Writing has minimal awkward or unclear passages. One reference or citation missing from paper or reference list, or errors are made on source list. | Developing  Errors in Turabian writing style are noticable. Word choice occasionally uses an information tone of voice. Writing has a few awkward or unclear passages. Two references or citations are missing from the paper or references list. Errors are made on the references list. | Beginning  Errors in Turabian writing style detract substantially from the paper. Word choice is informal in tone. Writing is choppy, with many awkward or unclear passages. References and citation errors detract significantly from the paper. | Did not attempt  Turabian writing style not used within paper. Writing is choppy and unclear. Referencing and citation errors severely detract from the presentation of the paper. |  |