



Center for Excellence in Teaching & Learning

UNIVERSITY OF COLORADO **DENVER**

CRITERIA/ SCALE	-3- Exceeds Expectations	-2- Meets Expectations	-1- Needs Improvement	-0- Inadequate
Structure <ul style="list-style-type: none"> • Organization • Flow of Thought • Transition • Format 	<ul style="list-style-type: none"> • Paper is logically organized • Easily followed • Effective, smooth, and logical transitions • Professional format • 	<ul style="list-style-type: none"> • Paper has clear organizational structure with some digressions, ambiguities or irrelevances • Easily followed • Basic Transitions • Structured format • 	<ul style="list-style-type: none"> • There is some level of organization though digressions, ambiguities, irrelevances are too many • Difficult to follow • Ineffective transitions • Rambling format 	<ul style="list-style-type: none"> • There is no apparent organization to the paper • Difficult to follow • No or poor transitions • No format
Grammar/Mechanics <ul style="list-style-type: none"> • Sentence Structure • Punctuation/mechanics 	<ul style="list-style-type: none"> • Manipulates complex sentence for effect/impact • No punctuation or mechanical errors 	<ul style="list-style-type: none"> • Uses complex sentences • Few punctuation or mechanical errors 	<ul style="list-style-type: none"> • Uses compound sentences • Too many punctuation and/or mechanical errors 	<ul style="list-style-type: none"> • Uses simple sentences
Language <ul style="list-style-type: none"> • Vocabulary, use of vocabulary • Tone 	<ul style="list-style-type: none"> • Vocabulary is sophisticated and correct as are sentences which vary in structure and length • Uses and manipulates subject vocabulary for effect • Writer's tone is clear, consistent, and appropriate for intended audience 	<ul style="list-style-type: none"> • Vocubular is varied, specific and appropriate • Frequently uses subject specific vocabulary correctly • Writer's tone emerges and is generally appropriate to audience 	<ul style="list-style-type: none"> • Vocabulary is used properly though sentences may be simple • Infrequently uses subject specific vocabulary correctly • Writer's tone exhibits some level of audience sensitivity 	<ul style="list-style-type: none"> • Vocabulary is unsophisticated, not used properly in very simple sentences • Uses subject specific vocabulary too sparingly
Content/Information <ul style="list-style-type: none"> • Clarity of purpose • Critical and Original thought • Use of examples 	<ul style="list-style-type: none"> • Central idea is well developed and clarity of purpose is exhibited throughout the paper • Abundance of evidence of critical, careful thought and analysis and/or insight • Evidence and examples are vivid and specific, while focus remains tight 	<ul style="list-style-type: none"> • Central idea and clarity of purpose are generally evident throughout the essay • Evidence of critical, careful thought and analysis and/or insight • There are good, relevant, supporting examples and evidence 	<ul style="list-style-type: none"> • The central idea is expressed though it ay be vague or too broad. Some sense of purpose is maintained throughout the essay • Some evidence of critical careful thought and analysis and/or insight • There are some examples and evidence, though general 	<ul style="list-style-type: none"> • Central idea and clarity of purpose are absent or incompletely expressed and maintained • Little or no evidence of critical, careful thought or analysis and/or insight • There are too few, no examples and evidence or they are mostly irrelevant