

	IDEAS	ORGANIZATION & COHERENCE	SUPPORT	LANGUAGE
6	Excels in responding to assignment; central, original thesis clearly stated. Understands and critically evaluates its sources, appropriately limits and defines terms with full understanding of the subject matter. Demonstrates highly sophisticated thought. Reasoned, analytical argument.	Uses a logical structure appropriate to the paper's thesis. Each paragraph develops the argument in a sophisticated manner and seamlessly flows together.	Excellent use of evidence. Selects evidence appropriately to support argument in a highly convincing manner and interprets it creatively. Referencing is free from errors.	Excellent, inventive diction demonstrating full control of the argument. Sentences are varied, clearly structured and carefully focused. Entirely free of spelling, punctuation and grammatical errors.
5.5	Very good response to assignment. Clearly stated thesis. Understands and critically evaluates its sources. Appropriately limits and defines terms. Sophisticated thesis well argued.	Uses a logical structure appropriate to paper's thesis. Each paragraph develops the argument. Progression of ideas is apparent through use of transitional devices.	Highly successful at selecting evidence to support the argument and explaining connections between evidence and main ideas. Interesting examples found. A few minor referencing errors.	Highly accurate and effective diction. Sentences are clear, well-structured and focused. Almost entirely free of spelling, punctuation and grammatical errors.
5	Good response to assignment. Clearly stated thesis. Perhaps some minor lapses in development. Shows good reading of sources and some critical evaluation. Defines terms.	Shows a logical progression of ideas and uses adequate transitional devices. Each paragraph clearly relates to paper's central argument.	Successful at selecting evidence to support the argument and explaining connections between evidence and main ideas. Good examples found. A few referencing errors.	Accurate and effective diction and correctly structured, sentences. May contain a few minor errors.
4.5	Adequate response to assignment. Less successful at stating central thesis, has minor lapses in development. Shows fair reading of sources but may not evaluate them critically. Attempt to define terms, not always successfully.	Logical structure with adequate use of transitional devices. Most paragraphs relate to the argument. Most links between paragraphs are clear.	Good attempt at supporting the argument. Generally relevant evidence selected. Begins to interpret the evidence. Some referencing errors.	Largely accurate diction. Generally clear and well-structured sentences, though some may be awkward. May contain several errors.
4	Adequate but weaker response to assignment. Presents central idea in general terms. Shows basic comprehension of sources, perhaps with some lapses in understanding.	Partially successful attempt to produce a coherent and well-organized text. Some paragraphs relate to the argument. Some transitional devices although narrow in range and sometimes ineffective.	Some evidence used to support argument though, often uses generalizations and does not provide sufficient evidence. Referencing may be incorrect at times or incomplete.	Uses relatively vague and general diction, may use some inappropriate language. Largely correct sentence structure. Contains a number of errors which may begin to impede understanding.
3.5	Partially adequate response to assignment. Thesis is too vague or obvious to be developed effectively. Limited understanding of sources.	An attempt to organise ideas with limited internal coherence. Poor use of transitional devices.	Offers little evidence; examples are scarce or irrelevant. Referencing system is absent or incomplete.	Contains a number of incorrect sentences and some inappropriate language. Basic diction. Contains many errors which may impede understanding.
3	Does not respond appropriately to assignment. Does not have a clear thesis. Paper may misunderstand sources.	Little or no organization, lacking internal coherence and using few or inappropriate transitions.	Offers little evidence of any kind; depends on clichés or overgeneralizations for support.	Contains several awkward or ungrammatical sentences. Poor diction. Sentence structure is simple or monotonous. Contains many errors which block the reader's understanding.
2.5	Inadequate response to assignment. Lacks a thesis or central idea and may neglect sources completely.	No organization; lacks transitions and coherence.	Uses irrelevant details and lacks supporting evidence entirely.	Contains many awkward sentences, misused words and inappropriate language. Poor diction. Contains so many errors that it becomes incoherent.