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| --- | --- | --- | --- | --- | --- |
|   | A100%-90% | B89%-80% | C79%-70% | D69%-60% | F<59% |
| Point Totals | 49-44  | 43-39  | 38-34 | 33-29 | <29 |
| **Assignment Deliverables**35% | All deliverable requirements addressed (the 5 primary questions and all of the sub-questions were addressed, and all questions answered effectively); accurate and complete understanding of material; writer's message and intent are clear. | Assignment falls slightly short of expectations or missing minor components (the student did not address all five primary questions and the sub-questions completely, with all questions answered effectively); accurate but incomplete understanding of major points; writer’s message and intent generally clear. | Assignment short of expectations or missing significant components; some misunderstandings or gaps in key areas; writer’s message and intent lack clarity in areas. | Major assignment components missing or significantly miss assignment expectations; significant misunderstandings in key areas; writer’s message and intent not clear. | Assignment did not address deliverables; little to no evidence of understanding of the material; writer’s message and intent cannot be discerned from the material.  |
|  | 28-25 | 24-22 | 21-19 | 18-16 | <16 |
| **Scholarly Research**Inclusion of plagiarized content will not be tolerated, and may result in academic consequences.20% | The writer supports his/her position with scholarly research; properly acknowledges and cites research; direct quotations do not exceed 10% of the word count of the body of the assignment deliverable. | The writer supports her/his position with scholarly research, but may not properly acknowledge or cite research; cited direct quotations exceed 10% of the body of the assignment | There is limited evidence of the writer supporting his/her position with scholarly research; writer does not properly acknowledge or cite research; cited direct quotations may have exceeded 10% of the body of the assignment. | There is insufficient scholarly research to support the writer’s position – the writer may not have utilized sufficient research in support of the writer’s position, and the writer did not properly acknowledge and/or cite the research used; the writer failed to use direct quotations or the direct quotations exceeded 10% of the body of the assignment. | There is no evidence of scholarly research in support of the writer’s position. The writer did not acknowledge or cite any scholarly research. Either the writer did not use direct quotations, or the direct quotations significantly exceeded 10% of the body of the assignment. |
|  | 28-25 | 24-22 | 21-19 | 18-16  | <16 |
| **Critical Thinking**20% | Position is thoroughly justified; logical flow in reasoning; argument fully supported with evidence or examples as appropriate.  | Position is well justified; generally, logical flow in reasoning but may include minor gaps; argument provides some support with evidence or examples as appropriate. | Position includes some justification, but it is missing key arguments; flow in argument is evident but incomplete; argument is supported with evidence or examples but support is weak.  | Position is not well justified; lacks logical flow in reasoning;, argument has minimal support, evidence, or examples. | Position is not justified; reasoning is inconsistent or illogical; argument has no support, evidence, or examples.  |
|  | 21-19 | 18-17 | 16-15 | 14-12 | <12 |
| **Structure**15% 21 | Includes introduction and conclusion, proper paragraph format, and reads as an exceptional, clear, and concise academic paper or professional presentation, as appropriate for the required assignment deliverable. | Includes introduction and conclusion, proper paragraph format, and reads as a polished, clear, and concise academic paper or professional presentation, as appropriate for the required assignment deliverable. | Includes incomplete introduction and/or conclusion, paragraph format is incomplete, and reads as an academic paper or professional presentation lacking some clarity. | Does not include introduction and/or conclusion; paragraph format is not proper; document does not read as clear or concise. | Does not include introduction and/or conclusion; paragraph format is not proper; and reads as an unclear and/or unfocused paper or presentation. |
|  | 14-13 | 12-11 | 10-9 | 8-6 | <6 |
| **Mechanical**10% 14 | Writing contains no grammar, punctuation, spelling, or typographical errors.  | Writing contains minor grammar, punctuation, spelling, or typographical errors.  | Writing consistent grammar, punctuation, spelling, and typographical errors, errors do not impede overall understanding. | Writing contains significant grammar, punctuation, spelling, and/or typographical errors; errors impede understanding of the content.  | Writing contains pervasive, major grammar, punctuation, spelling, and typographical errors that prevent meaningful understanding of the content.  |