**Lake Forest College First-Year Studies: Assessing Writing Skills**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion** | **Exceeds**  **Expectations: 3** | **Meets Expectations: 2** | **Does not meet expectations: 1** |
| **Argument** | Argument is clear and provocative. Body supports thesis with evidence from authoritative sources or analysis that is both thorough and careful | Argument is clear and sufficiently demonstrates a thesis. | Thesis is missing or paper does not cover the idea stated in the thesis. |
| **Flow** | Ideas arranged in a logical order that is clear to the reader.  Transitions guide the reader through the argument.  Conclusion summarizes main idea and shows import of argument. | Ideas are organized logically.  Topic sentences are used to guide the reader.  Conclusion restates main idea | Movement among ideas is abrupt or illogical. Paragraphs are not coherent. |
| **Depth** | Writer provides new information, clarity, or a unique perspective to scholarly discussion of the topic. | Paper shows some focused coverage of topic. | Paper appears to be hastily written without proper research or analytic work completed. |
| **Use of Sources** | Quotations are limited.  Evidence supports interpretation.  Material from other others is smoothly integrated. | Material from other authors is properly credited  and connected to focus of the paper. | Material from other authors is used without proper citation, and/or without consequence or significance. |
| **Grammar** | Writing follows the grammatical and spelling conventions of standard English. | Writing generally follows the grammatical and spelling conventions of standard English. | Writing is difficult to follow because the paper is riddled with errors and imprecise expression. |
| **Voice/**  **Style** | Word choice is precise and sophisticated.  Sentences are stylistically interesting. | Word choice is formal. | Word choice colloquial. Sentence structure simplistic. |