<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Scoring Scale 4 highest</th>
<th>Scoring Scale 3 middle high</th>
<th>Scoring Scale 2 middle low</th>
<th>Scoring Scale 1 lowest</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title and Introduction</strong></td>
<td>Awakens and focuses interest on the writer’s agenda. Compelling.</td>
<td>Clear and focused. Establishes its subject. May be compelling, but may miss opportunities.</td>
<td>Problems with clarity or focus.</td>
<td>Does not attempt to generate interest. Serious problems with clarity or focus.</td>
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<tr>
<td><strong>Audience Awareness</strong></td>
<td>The writer is fully aware of an audience and accommodates readers’ needs throughout.</td>
<td>The writer is aware of an audience and sometimes accommodates readers’ needs.</td>
<td>The writer is aware of, but not clear about, audience. The essay is occasionally confusing.</td>
<td>The writer is not aware of audience needs. The essay is frequently confusing</td>
</tr>
<tr>
<td><strong>Thesis or Research Question</strong></td>
<td>The writer formulates an elegant, ambitious argument or question which governs the evidence and analysis throughout.</td>
<td>The thesis / question is clear and arguable, even interesting, and governs the evidence throughout.</td>
<td>The thesis/question is not entirely clear or is not arguable or does not govern the evidence throughout</td>
<td>The thesis/question is difficult or impossible to identify, and the purpose of the essay is unclear.</td>
</tr>
<tr>
<td><strong>Use of Key Terms</strong></td>
<td>The writer establishes, and defines where necessary, the key terms of the argument. Key terms are used with confidence and sophistication.</td>
<td>Key terms are established and defined. Use of key terms lacks either confidence or sophistication</td>
<td>Key terms are established but not consistently used or not clearly defined.</td>
<td>Key terms are not established, or they are unclear or inappropriate.</td>
</tr>
<tr>
<td><strong>Information and Evidence</strong></td>
<td>The writer selects persuasive, interesting, and insightful information to contextualize and inform the argument. Sources are cited appropriately. When necessary, evidence counter to the argument is effectively addressed.</td>
<td>Sufficient and appropriate persuasive information informs and contextualizes the argument. Sources are appropriately cited. Ineffective counter argument.</td>
<td>Information informing and contextualizing the argument is sometimes insufficient or unpersuasive for the argument. Sources are sometimes inappropriately cited. No counter argument.</td>
<td>Information informing and contextualizing the argument is rarely sufficient or persuasive for the argument. Sources are generally inappropriately cited or not cited.</td>
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<tr>
<td><strong>Structure</strong></td>
<td>Elegantly organized with respect to both the whole essay and the continuity of paragraphs. Accommodates the complexity of the argument imaginatively.</td>
<td>Well organized throughout but without either elegance or complexity. It accommodates the argument satisfactorily.</td>
<td>Well organized on the whole but occasionally needing work on individual paragraphs or continuity. It accommodates the argument.</td>
<td>Organization is haphazard and the argument is difficult to follow. Paragraphs and continuity need work.</td>
</tr>
<tr>
<td><strong>Analysis and Interpretation</strong></td>
<td>The writer always analyzes the evidence in support of the argument. Interpretation is insightful and persuasive, and displays extraordinary depth of thought. May pose original ideas.</td>
<td>The writer usually analyzes the evidence in support of the argument. Interpretation is persuasive and occasionally insightful.</td>
<td>The writer sometimes analyzes the evidence in support of the argument. Interpretation is sometimes persuasive but rarely insightful.</td>
<td>The writer rarely analyzes the evidence in support of the argument. Interpretation may be implausible.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>The writer demonstrates a wide range of vocabulary and sentence structures. Few or no errors.</td>
<td>The writer demonstrates some range of vocabulary and sentence structures. Some errors.</td>
<td>The writer demonstrates a limited range of vocabulary and sentence structures. Frequent errors when attempting complexity.</td>
<td>Persistent errors with simple vocabulary and sentence structures.</td>
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<tr>
<td>Voice and Style</td>
<td>The writer sustains an appropriate and interesting voice. The essay is complex and handled with sophistication throughout.</td>
<td>The writer sustains an appropriate voice and is occasionally interesting. The essay is handled with clarity and purpose, and occasional sophistication.</td>
<td>The writer’s voice is occasionally inappropriate or lacking confidence. The essay is handled without sophistication.</td>
<td>The writer is unable to sustain an appropriate voice. The essay may be potentially interesting but is handled without clarity or purpose.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>The conclusion answers all questions with insight. It continues to stimulate the reader’s thinking and may suggest questions for further research.</td>
<td>The conclusion answers all questions satisfactorily and may suggest questions for further research.</td>
<td>The conclusion answers most questions, but may be unclear or incomplete.</td>
<td>The essay ends without concluding.</td>
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<tr>
<td>Narrative Structure</td>
<td>Has a consistent and compelling narrative arc that is well-shaped, distinct, and captivating.</td>
<td>Contains an engaging narrative thread throughout the essay, but shape could still use some crafting or development.</td>
<td>Shows some narrative elements, but may lack transitions or need reshaping.</td>
<td>Little or no narrative structure.</td>
</tr>
<tr>
<td><strong>Language of Senses</strong></td>
<td>Draws the reader deeply into the scene through a wide variety of senses: sight, sound, smell, feel, taste. Writes with nouns and active verbs.</td>
<td>Draws the reader into the scene through descriptive language of senses, but still may miss some opportunities for description, or have inappropriate word choice.</td>
<td>Descriptions include occasional descriptive appeals to the senses. May over-use adverbs and adjectives.</td>
<td>Rarely appeals to any sense except rudimental visual description and/or sensory language use is awkward.</td>
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<tr>
<td><strong>Integration of Ideas into Narrative</strong></td>
<td>Seamlessly integrates an exploration of important ideas with the personal narrative. Ideas are interesting and well-developed.</td>
<td>Makes an effort to integrate important ideas with personal narrative—weaves both a mindscape and a landscape. Ideas might be further developed or more nuanced.</td>
<td>Some awareness of both a personal element and of some topic or ideas that transcend the personal, but not well-developed or with little or no integration in the narrative.</td>
<td>Lacks significant ideas beyond the story.</td>
</tr>
<tr>
<td><strong>Awareness of a Narrative Tradition</strong></td>
<td>Interesting and compelling references to and knowledge of past works in a body of literature in the same tradition.</td>
<td>Shows awareness of a tradition and situates the current piece in that tradition.</td>
<td>Some dialogue with previous works in the same tradition, but not seamlessly integrated into the narrative.</td>
<td>Writer unaware that anybody else has ever written creative or narrative non-fiction on these topics.</td>
</tr>
</tbody>
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