|  |  |  |
| --- | --- | --- |
| Grade | Points | Standards |
| **Content- Topic Sentence and Paragraph Development** | | |
| 4.0  3.0  2.5  2.0  1.0 | 25-22  21-20  19-18  17-16  15-0 | **Excellent:** Very well developed paragraph (190-220 words) or short essay (600-800 words) with strong purpose. Paragraphs are well developed, logical and coherent and draw valid conclusions.  **Good**: Good support and purpose; topic is developed with some complexity and depth and is fairly well-organized. May be less than 180 words.  **Acceptable:** Adequate support showing some sense of purpose. May lack development or need some improvement in organization of ideas or conclusion.  **Weak:** Not well-developed. May lack purpose or contain unrelated ideas. Weak or missing conclusion.  **Poor:** Misconstrued purpose with little relationship to the assigned topic or too little substance. |
| **Information Literacy- Use of Readings** | | |
| 4.0  3.0  2.5  2.0  1.0 | 25-22  21-20  19-18  17-16  15-0 | **Excellent:** Demonstrates engagement with ideas presented in course readings through thoughtful response, and strategic use of summary, paraphrasing, and direct quotation.  **Good**: Demonstrates engagement with ideas presented in course readings and the relevant use of summary, paraphrase, and direct quotes.  **Acceptable:** Writing demonstrates adequate engagement with ideas and use of summary, paraphrase, and direct quotes.  **Weak:** Writing demonstrates little engagement with ideas presented in the readings and weak use of summary, paraphrase or direct quotes.  **Poor:** Writing misrepresents or misinterprets ideas and information from sources. |
| **Language Use- Grammar and Vocabulary** | | |
| 4.0  3.0  2.5  2.0  1.0 | 25-22  21-20  19-18  17-16  15-0 | **Excellent:** Effective language use (verb tenses and word forms); effective sentence structure; accurate vocabulary. Good use of coordinating and subordinating conjunctions and transition words and phrases.  **Good:** Minor problems with some sentences, e.g., awkward phrasing, the presence of a major sentence error (RO, CS, or FRAG). Few problems with verb tenses and word forms. Good use of transitions and ideas are connected with coordinating and subordinating conjunctions.  **Acceptable:** Some problems with some sentences; few major sentence errors; some problems with verb tenses or word forms. May lack transition words and phrases to connect ideas.  **Weak:** Serious problems with sentences; recurring problems with verb tenses or word forms. Ideas are not well connected with transitions. Problems with subordinating clauses.  **Poor:** Major problems with all sentence types: numerous errors in verb tense and form; confusing structures in many places; major sentence errors. |
| **Mechanics** | | |
| 4.0  3.0  2.5  2.0  1.0 | 15-14  13-12  11-10  9-8  7-0 | **Excellent:** Correct spelling, punctuation, capitalization, etc. and all MLA formatting standards. Demonstrates understanding of all principles and practices of citation.  **Good**: Very few errors in spelling, punctuation, capitalization, or formatting. Minor mistakes or inconsistencies in citation of sources.  **Acceptable:** Few errors in spelling, punctuation, capitalization, or formatting. Several inconsistencies in citation of sources.  **Weak:** More than a few errors in formatting: spelling, punctuation, capitalization, double-spacing, indentation, etc. Major mistakes in citation of sources.  **Poor:** Frequent errors in all or many of the above-mentioned items. Demonstrates little or no understanding of MLA style guidelines for source citation. |
| **Writing Process** | | |
| 4.0  3.0  2.5  2.0  1.0 | 10-9  8  7  6  5 | **Excellent**: Demonstrates knowledge of revising and editing strategies and processes. Incorporates feedback from peers and instructor to improve content and edit grammatical structures.  **Good**: Employs some strategies for revising and editing incorporating some feedback to improve content and edit mistakes.  **Acceptable**: Attempts revisions with some knowledge of revising and editing strategies.  **Weak**: Attempts minimal revisions.  **Poor**: No evidence of following the writing process. Earlier drafts not handed in by due dates, or earlier drafts not revised. |
| Total | 100 | **LCC Grading Scale:** 91-100 4.0 81-85 3.0 71-75 2.0 60-65 1.0  86-90 3.5 76-80 2.5 66-70 1.5 0-59 0.0 |