**Writing and Research Cumulative Skill**

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| **Evaluation Criteria** | **Student needs intervention** | **Student is on the way but needs to work on some issues** | **Student is ready for Div II and III** |
| **Comprehension of material** | Confusion over assignment and/or source material; unfamiliarity with conventions of discourse | Awareness of main points but missing details or more complex connections | Insight into arguments; understanding of material |
| **Argument** | Feelings, impressions, summary description or simple assertion | Mix of opinion and argument/evidence without a clear point of view | Clear, supported claims leading to a point of view; important terms and concepts are defined |
| **Organization** | Confused or arbitrary order | Structure of inconsistent quality; choppy transitions; sometimes imitates order of source material | Parts of the paper progress logically to form a whole argument |
| **Paragraph coherence** | Paragraph contains multiple points in random order | Sentences address a single topic but appear in arbitrary order | Paragraph develops a controlling idea |
| **Use of evidence** | Spare, misinterpreted details without apparent connection to larger points | Basic supporting evidence but without sufficient detail | Persuasive, sufficient, representative, and relevant evidence |
| **Clarity and coherence of expression** | Vague constructions; improper word usage | Sentence construction is simple and repetitious, includes some inflated diction, colloquial language and/or imprecise expression | Clear sentences; precise word usage and appropriate tone |
| **Grammar & Mechanics** | Ungrammatical constructions and punctuation errors; faulty sentence structure | Acceptable sentence structure; infrequent grammar errors | Mastery of mechanics of writing and style |