

# H. SOCIOLOGY DEPARTMENT WRITING ASSESSMENT

Criteria	4= Exceed Expectation	3=Meet Expectation	2=Approach Expectation	1=Below Expectation	0= Not produce it
Purpose/Thesis	An explicit and focused idea/thesis that organizes and controls the development of the paper. The paper is extremely focused throughout, addressing complex ideas.	A clear idea/thesis guides the development of the composition. While there is a clear thesis/argument, it is too general or too simple of a position (not a difficult position to assume/defend).	The student generally stays on a fairly broad topic, but has not developed a specific and clear argument/idea. The writer demonstrates some understanding of the subject, but has not yet focused the topic past the obvious and general, often descriptive.	The paper has no clear sense of purpose or central idea/thesis. The topic is identified, but is discussed in a general sense.	No thesis
Overall Organization	The organization enhances and showcases the central theme. The order, structure or presentation of information is compelling and smoothly moves the reader through the text, using transitions to connect ideas.	The organizational structures are strong enough to display a central theme and adequately move the reader through the text.	The organizational structures are not strong enough to display a central theme. There is a limited connection between ideas, much less paragraphs. Introduction and conclusion are not strongly related.	The composition lacks a clear sense of direction and identifiable internal structure. Little to no connection across paragraphs and within paragraphs, which makes it hard for the reader to understand the central theme or the main idea.	There is no organization to the paper. A group of ideas that do not connect to one another.
Grammar/ Mechanics/ Spelling	The student demonstrates mastery of standard writing conventions (e.g. spelling, punctuation, capitalization, grammar, paragraphing) and uses these conventions to enhance readability.	The student demonstrates an adequate grasp of standard writing conventions (e.g. spelling, punctuation, capitalization, grammar, paragraphing) despite a few errors.	The student shows a reasonable control over limited range of standard writing conventions. Conventions are sometimes handled well; at other times, errors distract readability.	The student demonstrates little control of grammar, syntax, and mechanics. The errors distract the reader and make the text hard to read.	Entire paper needs to be revised as the errors make it difficult to read.
Evidence	Uses relevant evidence to support claims, and explain how each relates without offering opinions. Used throughout the paper to support each claim and the larger thesis.	Uses evidence in parts to support ideas OR relies heavily on one source. Not always connected to larger thesis.	Limited use of sources. OR Overview of sources/quotes with no analysis of the examples/quotes.	Almost no use of sources to support ideas.	No evidence. All opinion.
Summary: Clarity and Revision	The whole paper is extremely clear and easy to understand. It needs little or no revision.	The paper is clear and easy to understand but needs some revision.	Some parts of the paper are clear, but others are hard to follow. The paper needs a fair amount of revision.	The paper is not clear, therefore difficult to follow. The paper needs significant revision.	No clarity to <u>be</u> ideas in the paper. Complete revision needed.
Citation of ASA format	ASA citation correctly used throughout the paper.	ASA citation correctly used throughout most of the paper.	ASA citation correctly used in some parts of the paper.	Errors occur everywhere when using ASA format.	No citations used.