

Graduation Writing Assessment Requirement (GWAR) Grading Guidelines

	6 Superior <i>Generally has the following characteristics</i>	5 Above Average <i>Generally has the following characteristics</i>	4 Proficient <i>Generally has the following characteristics</i>	3 Basic <i>May have any <u>one</u> of the following characteristics</i>	2 Substandard <i>Generally has the following characteristics</i>	1 Ineffectual <i>Generally has the following characteristics</i>
Task	Paraphrase and essay are handled fully and thoughtfully with a clear and succinct response to the question.	Paraphrase may be slighted but not ignored; essay responds clearly and well to the question.	Paraphrase may be slighted but not ignored; essay response is adequate, though somewhat skewed.	Paraphrase is misconstrued, mishandled, or ignored; essay response is skewed.	Paraphrase and essay response are usually ignored, misconstrued, badly mishandled, or redefined.	Paraphrase and essay response may be seriously misconstrued, mishandled, or ignored; paper may fail to deal with the topic altogether.
Reasoning	Thinking is precise and without serious logical flaws, representing strong analytical reasoning. Transitions are effective, and critical connections are explored.	Thinking represents analytical reasoning, though it may have minor flaws or occasionally be imprecise. Transitions are generally effective, and critical connections are explored.	Though flawed or imprecise, thinking demonstrates some analytical reasoning. Transitions may be missing or ineffective, and some critical connections may be unexplored so that the connections to the thesis are implied.	Thinking is generic, flawed, and imprecise; transitions are missing or ineffective; and critical connections are unexplored.	Thinking is often seriously flawed, resulting in disjointed reasoning.	A combination of logical weaknesses demonstrates serious conceptual confusion.
Development & Organization	Ideas are fully explored with effective examples and analysis. Organization creates fluid and logical progression of ideas.	Ideas are explored with relevant examples and some analysis. Paragraphs may have minor organizational weaknesses, but overall ideas are organized to create a fluid essay.	Ideas may be repeated rather than explored, and development is commonly anecdotal and more general than concrete, sometimes relying on addition of examples with little analysis. Paragraphs typically have some organizational weaknesses but not enough to continually disrupt meaning.	Ideas are sweeping generalities with little or no concrete development, are repeated rather than explored, and consist of anecdotal examples with little or no analysis. Paper has some paragraphing and/or overall structural weaknesses that disrupt the essay's fluency.	Ideas are typically sweeping generalities, repeated with little or no development. Examples, when used, may be anecdotal with no analysis. Paper usually has a wide variety of structural weaknesses, such as lacking an overall plan, that seriously obscure essay's meaning.	Ideas are often vague generalizations, marked by statement and restatement. Ideas may lack even a simple organizational plan, creating chaotic discourse.
Prose	Engaging and sophisticated prose demonstrates superior control of syntax and vocabulary. Paper is virtually free of errors.	Prose employs a variety of sentence types and uses a precise vocabulary to create clear, though perhaps not sophisticated, discourse. Paper is largely free of errors.	Though prose may be marginally awkward or imprecise, it uses some sentence variety and a basic college-level vocabulary. Errors are noticeable but do not obscure meaning.	Sentence structure and vocabulary are simplistic, redundant, and/or vague, resulting in inexact and awkward prose. Frequent and sometimes serious errors impede meaning.	Weak vocabulary and sentence structure and serious and frequent errors may gravely interfere with readability.	Serious and frequent errors and problems with sentence structure and vocabulary may render the paper incomprehensible.

Note: A score of Failed/Plagiarism (FP) is given when a student accesses research of any kind, including information on the Internet, during the exam.

Tasks refer to what the writer must do: (1) read and paraphrase main point of passage, and (2) argue for or against main point.

Reasoning refers to how precise the thinking and/or logic is.

Development/Organization refers to how well ideas are explored and organized.

Prose refers to how engaging and fluid the discourse is, including sentence structure and variety, vocabulary, and grammatical accuracy.