

<b>E: NM</b>	<b>D: NM</b>	<b>C: PM</b>	<b>B: AM</b>	<b>A: M/E</b>
Demonstrates no understanding of researched academic writing	Demonstrates little progress towards understanding of researched academic writing	Demonstrates some progress towards full understanding of researched academic writing	Demonstrates significant progress towards full understanding of researched academic writing	Demonstrates full understanding of researched academic writing
Demonstrates no development in writing and thinking	Contains less than competent writing and thinking (the piece fails to demonstrate understanding of many rhetorical conventions and lacks some combination of focus, coherence, development, and/or clear expression of ideas, as well as being marred by recurrent, serious usage problems)	Contains merely competent writing and thinking (the piece demonstrates incomplete understanding rhetorical requirements, is somewhat focused and coherent [though the thesis is often trite or self-evident or significantly underdeveloped], and is stylistically unsophisticated and may have some grammatical problems)	Shows measurable development in thinking and writing in a particular genre (the piece demonstrates strong understanding of rhetorical requirements, coherently—though not always fully—develops an interesting thesis, and is stylistically adept in most areas and grammatically appropriate)	Possesses measurable excellence of thinking and writing in a particular genre (the piece of writing demonstrates complete understanding of the rhetorical requirements of a chosen genre, fully and coherently develops an interesting thesis, and is stylistically adept and grammatically appropriate)
Demonstrates no ability to employ research conventions (e.g., lack of appropriate information or plagiarism)	Indicates very limited ability to employ research conventions (e.g., struggling to gather and summarize appropriate information, analyze and synthesize information effectively, or document sources properly)	Indicates limited control of research conventions (e.g., a general ability to gather, summarize, and document information, though not all sources are appropriate or relevant, and sources are frequently not analyzed and synthesized effectively)	Shows significant progress towards control of research conventions (e.g., information may be gathered, summarized, and documented appropriately, but not always effectively analyzed or synthesized)	Shows complete control of research conventions appropriate to a chosen topic (e.g., the ability to gather and summarize, effectively analyze and synthesize, and properly document information from primary and secondary sources that are relevant)