

Writing Matters: A Guide to UWW Writing Standards

Criteria	Accomplished	Competent	Developing
Focus/Thesis	<ul style="list-style-type: none"> Explicitly and fully addresses the assignment The central idea/thesis is clear, compelling, original, and complex 	<ul style="list-style-type: none"> Fully addresses assignment but may be oblique in focus The central idea/thesis is clear but may be simplistic, obvious or superficial 	<ul style="list-style-type: none"> Only partially addresses the assignment The central idea /thesis may lack clarity, or be confused or inaccurate
Analysis/ Interpretation	<ul style="list-style-type: none"> Demonstrates sophisticated understanding, use and interpretation of material Develops and synthesizes substantive Ideas Shows complex engagement of alternative perspectives/context 	<ul style="list-style-type: none"> Displays adequate understanding of material, but uneven ability to shape and contextualize subject matter Intelligent but conventional interpretation Awareness of alternative perspectives/context 	<ul style="list-style-type: none"> Shows superficial understanding of material; doesn't move beyond simple summary and description Incomplete or weak interpretation Lack of awareness of alternative perspectives/context
Organization and Coherence	<ul style="list-style-type: none"> Skillful, logical, persuasive support of central idea/ thesis Unified paragraphs that effectively develop the central argument Smooth transitions between ideas at sentence and paragraph level Both introduction and conclusion are effective, engaging, and thoughtful 	<ul style="list-style-type: none"> Generally maintains focus but support of central idea/thesis may be uneven or not fully persuasive Generally unified paragraphs with occasional gaps in logic Some weak transitions Functional but limited introduction and conclusion 	<ul style="list-style-type: none"> Shifting or lack of focus; weak argument or logic, Disjointed or confusing presentation of ideas within paragraphs Transitions may be missing Truncated or absent introduction; redundant or abrupt conclusion
Evidence And Documentation	<ul style="list-style-type: none"> Sources are used with academic integrity Thesis and ideas are consistently supported by well-chosen evidence Evidence is smoothly integrated into discussion Evidence is credible, accurate and presented with an appropriate level of detail Documentation follows discipline-specific format 	<ul style="list-style-type: none"> Sources are used with academic integrity Thesis and ideas are generally supported, but there may be gaps or use of irrelevant evidence Evidence may be unevenly integrated into argument Evidence may be occasionally inaccurate, too general or too specific Documentation follows discipline-specific format with some minor errors 	<ul style="list-style-type: none"> Sources are used with academic integrity Thin, inappropriate, or absent evidence Evidence is poorly integrated (lacks signal phrases and follow-up) Evidence is often inaccurate, too general or too specific Minimal, weak or inappropriate sources Errors in documentation reveal lack of awareness of discipline-specific format
Language Use and Conventions	<ul style="list-style-type: none"> Precise word choice and usage, appropriate to audience and purpose Complex and varied sentences that convey meaning with clarity and fluency Closely adheres to rules of Standard Written English (grammar, punctuation, spelling) 	<ul style="list-style-type: none"> Appropriate word choice and usage but occasionally inaccurate, repetitive or imprecise Conveys meaning clearly but may lack complexity, fluency or variety Mostly adheres to rules of Standard Written English but may include some errors 	<ul style="list-style-type: none"> Often simplistic, inexact or inappropriate word choice or usage Sometimes meaning is impeded due to awkward or non-idiomatic sentences Frequent errors in Standard Written English that may impede meaning