On each of these dimensions, the written work may be assigned one of four levels: beginning draft, needs improvement, getting there, or accomplished writer (D, C, B, A). An alternate strategy is to assign point values to each category, depending on the instructor’s priorities for student writing.

1. Audience and mechanics: does the writing effectively communicate with the intended audience. Variables: writing clarity, word choice, sentence and paragraph length, grammatical correctness.

2. Disciplinary grounding: does the student use disciplinary knowledge accurately and effectively (e.g., concepts, theories, perspectives, findings, examples)? Does the student use disciplinary methods accurately and effectively (e.g., experimental design, philosophical argumentation, textual analysis)?

3. Supporting evidence: do the interpretation, explanation, and conclusions flow logically from the supporting data? Are data appropriate to the canons of the discipline? Variables: Complete and accurate identification of information sources in citation and bibliographical formats appropriate to the discipline.

4. Logic and organization: does the essay clearly present arguments and explanations in a manner readily grasped by the reader? Variables: overall intellectual structure, paragraphing, topic sentences, logical transitions.

5. Information Integration: does the work integrate intellectual perspectives with a range of relevant supporting data? Does the student include appropriate disciplinary perspectives or insights and support the argument with a wide range of data sources? Is there an integrative device or strategy (e.g., a model, metaphor, analogy)? As a general rule of thumb, each paragraph should include evidence (data) from at least three different sources.