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| APUS AssignmentRubricLower Level U/G **100-200 Courses** | **EXEMPLARY** **LEVEL**  **A**  **18-20** | **ACCOMPLISHED**  **LEVEL**  **B**  **16-17** | **DEVELOPING**  **LEVEL**  **C**  **14-15** | **BEGINNING** LEVELD **11-13** | **F**  **0-10** | **Points Earned** |
| Purpose and Audience **(20 Points)** | The writing engages the reader with an original approach to the subject. It may encompass conflicting ideas and inspires the reader to contemplate the relationship of complex ideas. | The writing clearly goes beyond the minimum requirements of the assignment. It attempts to engage the reader through originality and presentation of complex ideas. | The writing meets the minimum requirements of the assignment. It offers insight into the subject through basic logic and the presentation of ideas based on some evidence. | The writing fails to meet the minimum requirements of the assignment. It offers little insight into the subject and has serious flaws in logic and omissions in evidence. | Writing  addresses unrelated topic; for example, an English author is used to discuss an era in American literature | **/20** |
| Thesis and Support **(20 Points)** | The writing has a clearly articulated original thesis and subordinate ideas supported by reliable and relevant evidence.  Student uses primary text extensively to support argument, but argument is clear and text is always used in supportive role, and does not drive the argument. | The writing has a clearly articulated thesis supported by appropriate evidence and sound logic. Minor gaps in logic and argument may appear. Main ideas can be distinguished from supporting evidence with some effort.  Student uses text to support points, but primary text may overwhelm the argument. | The writing has a clear thesis and related subordinate ideas supported by clear thinking and appropriate evidence. Logical arguments may be one-sided or incomplete.  The student may present a plot summary or a biography rather than doing real textual analysis. | The writing may need a more clearly articulated thesis and/or appropriate related subordinate ideas. Fuzzy logic may be evident and adequate supporting evidence is lacking. | Writing presents the uncited words or work of another author as the student’s own | **/20** |
| Organization **(20 Points)** | The writing flows smoothly and logically from a well-defined thesis. It contains an appropriate introduction, conclusion, and smooth transitions. | The writing is organized logically and flows well. An introduction and conclusion are evident, but transitions may be smoother. | The writing demonstrates rudimentary organization and logical structure, but ideas may be more fully developed and supported by more appropriate evidence. | The writing is noticeably lacking in organization. There is no clear introduction nor conclusion and ideas are neither carefully nor fully developed. Supporting evidence is clearly lacking. | The student does not paragraph | **/20** |
| Style and formatting **(20 Points)** | The writing engages the reader through an original prose style appropriate to the subject. Language is precise. Sentences are varied but not noticeably so. Active voice is apparent. All quoted or paraphrased material is properly documented and cited in MLA style. Annotations are included, when appropriate.  Student provides a high-caliber, formatted assignment in proper MLA style | The writing keeps the reader’s attention through a carefully crafted prose style. Language chosen is appropriate to the subject, but may call attention to itself in minor ways. Most quoted and paraphrased material is properly documented and cited in MLA style. Annotations are included, when appropriate.  Assignment presents an above-average use of formatting skills with few errors in MLA style. | Appearance of final assignment demonstrates the student’s limited ability to use MLA style formatting. | The writing lacks clarity and is sometimes confusing. The language chosen is not appropriate to the subject nor the assignment. Sources are overly quoted or paraphrased and not adequately documented nor cited in MLA style. Annotations missing.  Appearance of the final assignment is distracting. The number of MLA style formatting errors impedes easy reading. | The essay is in a different format than is required, such as APA instead of MLA | **/20** |
| Grammar and Mechanics **(20 Points)** | The writing is free of proofreading errors. The writing contains sentences that are always complete and grammatically correct, and free of confusion and ambiguity. | The writing may exhibit a few minor errors in proofreading, but they do not impair the flow of the reading. The writing contains sentences that are complete or which imply unstated connections and/or conclusions. | The writing could benefit from additional proofreading, as some errors impede the flow of the reading. The writing contains some grammatical errors easily corrected. Additional proofreading would help eliminate errors. | The writing exhibits substantial errors in proofreading. The writing is confusing and ambiguous owing to substantial errors of grammar and syntax. There is no evidence of proofreading, editing, or rewriting. |  | **/20** |
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