

<b>Proposal Paper Rubric</b>				
	<b>At or above College Level Writing (90-100%)</b>	<b>Meets expectations for college level Writing (89%-70%)</b>	<b>Approaches Expectations for College Level, with help needed in 2-3 of the following areas (69%-60%)</b>	<b>Below College Level with help needed in 4-5 of the following areas (59%-0%)</b>
<b>Content</b>	<ul style="list-style-type: none"> <li>Paper includes a works cited page and cites in-text sources correctly.</li> <li>The introduction clearly identifies the key issues, the research question and thesis, the audience and their needs, and the benefits of the research.</li> <li>The review of sources is specific and includes a thorough analysis of the sources used.</li> <li>The plan to collect information provides specific plans for further research.</li> <li>The overview of challenges is present and clearly articulates issues.</li> <li>The conclusion offers a clear</li> </ul>	<ul style="list-style-type: none"> <li>Paper includes a works cited page and cites in-text sources, with only minimal errors.</li> <li>The introduction identifies the key issues, the research question and thesis, the audience and their needs, and the benefits of the research, but without the clarity and precision of an "A" paper.</li> <li>The review of sources is present, but may lack specifics or conducts a less thorough analysis of the sources.</li> <li>The plan to collect information provides plans for further research, but may not be specific.</li> <li>The overview of challenges is present but does</li> </ul>	<ul style="list-style-type: none"> <li>Paper includes a works cited page, but it contains errors; in text citations may be incorrect or missing.</li> <li>The introduction may be missing 1-2 elements as described in the lesson.</li> <li>The review of sources lacks specific details or examples.</li> <li>The plan to collect information is present, but does not detail the next steps.</li> <li>The overview of challenges is present but not specific, or is otherwise glossed over.</li> <li>The conclusion is too short to truly wrap-up the paper and empathize the importance of the</li> </ul>	<ul style="list-style-type: none"> <li>The works cited page is missing or has multiple errors; in-text citations are missing or incorrect.</li> <li>The following sections are absent or are missing all or most of the elements described in the lesson: <ul style="list-style-type: none"> <li>The introduction</li> <li>Review of source</li> <li>Plan to collect information,</li> <li>Overview of challenges</li> <li>Conclusion</li> </ul> </li> <li>The work does not meet length guidelines.</li> </ul>

	<p>wrap-up for the proposal.</p> <ul style="list-style-type: none"> <li>• Work meets or exceeds length requirements.</li> </ul>	<p>not clearly articulate issues.</p> <ul style="list-style-type: none"> <li>• The conclusion offers wrap-up for the proposal, but without the clarity of an “A” paper.</li> <li>• Work meets length requirements.</li> </ul>	<p>work.</p> <ul style="list-style-type: none"> <li>• The work comes close, but does not meet length requirements.</li> </ul>	
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Maintains clear and obvious organization.</li> <li>• Demonstrates effective paragraphing using appropriate transitions with emphasis upon conveying the relationship between ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a suitable organizational plan.</li> <li>• Contains adequate paragraphing with some transitions that attempt to convey relationships between ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Unclear order of essay</li> <li>• Inadequate paragraphing with few or no transitions</li> <li>• Unclear or jumbled paragraphs</li> <li>• Unclear or jumbled sentences</li> <li>• Paragraphs not balanced in amount of development and support</li> </ul>	<ul style="list-style-type: none"> <li>• Unclear order of essay</li> <li>• Inadequate paragraphing with few or no transitions</li> <li>• Unclear or jumbled paragraphs</li> <li>• Unclear or jumbled sentences</li> <li>• Paragraphs not balanced in amount of development and support</li> </ul>
<b>Sentence Structure and Mechanical Errors</b>	<ul style="list-style-type: none"> <li>• Uses correct, varied sentences with few, if any, errors in mechanics, grammar, syntax, or spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses sentences that are usually correct but sometimes awkward.</li> <li>• Some errors in mechanics, grammar, syntax, or spelling that do not affect reader understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Fragments</li> <li>• Person shifts</li> <li>• Comma splices</li> <li>• In-text citation punctuation</li> <li>• Subject-verb agreement</li> <li>• Works cited punctuation</li> <li>• Spelling errors</li> <li>• Other distracting features in usage</li> </ul>	<ul style="list-style-type: none"> <li>• Fragments</li> <li>• Person shifts</li> <li>• Comma splices</li> <li>• In-text citation punctuation</li> <li>• Subject-verb agreement</li> <li>• Works cited punctuation</li> <li>• Spelling errors</li> <li>• Other distracting features in usage</li> </ul>

<b>Voice and Diction</b>	<ul style="list-style-type: none"> <li>• Uses language effectively (applies terms correctly), with a consistent and appropriate tone for the intended audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses language that is adequate but occasionally unclear; incorporates tone that may be uneven or inconsistent tone for the intended audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary is often unclear and repetitious.</li> <li>• Use of passive voice.</li> <li>• Diction is often nonstandard.</li> <li>• Inconsistent voice or tone.</li> <li>• Terminology is often difficult to understand or is misused.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary is often unclear and repetitious.</li> <li>• Use of passive voice.</li> <li>• Diction is often nonstandard.</li> <li>• Inconsistent voice or tone</li> <li>• Terminology is often difficult to understand or is misused.</li> </ul>

Recommended Interventions:

- \_\_\_\_ Review or repeat lesson practices
- \_\_\_\_ OWL practice
- \_\_\_\_ SmartThinking or Rio Salado College tutors