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| --- | --- | --- | --- | --- | --- | --- |
| **Unsatisfactory****0.00%** | **2****Less than Satisfactory****65.00%** | **3****Satisfactory****75.00%** | **4****Good****85.00%** | **5****Excellent****100.00%** |  |  |
| **30.0 %Content** |  |
| **25.0 %Selects an Appropriate Topic and Explains the Topic Using Researched Factual Information** | Does not select an appropriate topic and does not explain the topic using researched, factual information. | Selects an appropriate topic. Essay does not appropriately use factual information and research to support body paragraphs. | Selects an appropriate topic, explains the topic using somewhat vague information, and uses researched and factual information from at least two articles to support each body paragraph with in-text citations and references. | Selects an appropriate topic and explains the topic using researched, factual information and uses at least two peer-reviewed articles with in-text citations and references. | Selects an appropriate topic and explains the topic using researched, factual information, uses at least three peer-reviewed resources (one peer-reviewed article per supporting paragraph) to support sub-topics and provides in-text citations and references. |  |
| **5.0 %Word Count** | Word count is less than half the minimum or more than double the maximum. | Body of essay is more than 100 words under the word count | Body of essay is more than 50 but less than 100 words over or under the word count. | Body of essay is over or under the word count by 50 words or less. | Body of essay is written within the word count range. |  |
| **55.0 %Organization** |  |
| **25.0 %Thesis Development and Purpose** | Paper lacks any discernible overall purpose or organizing claim. | Thesis and/or main claim are insufficiently developed and/or vague; purpose is not clear. | Thesis and/or main claim are apparent and appropriate to purpose. | Thesis and/or main claim are clear and forecast the development of the paper. It is descriptive, reflective of the arguments, and appropriate to the purpose. | Thesis and/or main claim are comprehensive; contained within the thesis lists the three sub-topic areas that will be discussed within the body paragraphs of the paper. Thesis statement makes the purpose of the paper clear. |  |
| **5.0 %Introductory Paragraph** | Introduction omits beginning with a hook sentence, introduces topic, and ends with a thesis statement. | Introduction inadequately begins with a hook sentence, introduces topic, and ends with a thesis statement. Does not apply instructor feedback from first draft. | Introduction adequately begins with a hook sentence, introduces topic, and ends with a thesis statement. Introduction is limited and lacks important details. | Introduction clearly begins with a hook sentence, introduces topic, and ends with a thesis statement. Introduction is strong with important details. | Introduction expertly begins with a hook sentence, introduces topic, and ends with a thesis statement. Introduction is comprehensive and insightful with Important details. |  |
| **5.0 %Body Paragraph 1** | Paragraph consistently lacks coherence to thesis. No apparent connections between paragraph and the rest of the paper are established. Topic sentence is inappropriate to purpose and scope. Organization is disjointed. | Paragraph may lack logical progression of ideas, unity, coherence, and/or cohesiveness with the thesis statement. Some degree of organization is evident. Does not apply instructor feedback from first draft. | Paragraphs are generally competent, but ideas may show some inconsistency in organization and/or in their relationships to the thesis statement. Does not fully apply instructor feedback from previous assignments. | Paragraph builds logically on sub-topic identified in thesis statement. Paragraph exhibits coherence, and cohesiveness with other paragraphs. Topic sentence and concluding remarks are appropriate to purpose. Most instructor feedback from previous assignments is incorporated. | There is a sophisticated construction of paragraphs and the thesis statement. Ideas progress and relate to each other. Paragraph structure is seamless; topics are on target with thesis direction throughout the essay. All instructor feedback provided in previous assignments is incorporated. |  |
| **5.0 %Body Paragraph 2** | Paragraph consistently lacks coherence to thesis. No apparent connections between paragraph and the rest of the paper are established. Topic sentence is inappropriate to purpose and scope. Organization is disjointed. | Paragraph may lack logical progression of ideas, unity, coherence, and/or cohesiveness with the thesis statement. Some degree of organization is evident. Does not apply instructor feedback from first draft. | Paragraphs are generally competent, but ideas may show some inconsistency in organization and/or in their relationships to the thesis statement. Does not fully apply instructor feedback from previous assignments. | Paragraph builds logically on sub-topic identified in thesis statement. Paragraph exhibits coherence, and cohesiveness with other paragraphs. Topic sentence and concluding remarks are appropriate to purpose. Most instructor feedback from previous assignments is incorporated. | There is a sophisticated construction of paragraphs and the thesis statement. Ideas progress and relate to each other. Paragraph structure is seamless; topics are on target with thesis direction throughout the essay. All instructor feedback provided in previous assignments is incorporated. |  |
| **5.0 %Body Paragraph 3** | Paragraph consistently lacks coherence to thesis. No apparent connections between paragraph and the rest of the paper are established. Topic sentence is inappropriate to purpose and scope. Organization is disjointed. | Paragraph may lack logical progression of ideas, unity, coherence, and/or cohesiveness with the thesis statement. Some degree of organization is evident. Does not apply instructor feedback from first draft. | Paragraphs are generally competent, but ideas may show some inconsistency in organization and/or in their relationships to the thesis statement. Does not fully apply instructor feedback from previous assignments. | Paragraph builds logically on sub-topic identified in thesis statement. Paragraph exhibits coherence, and cohesiveness with other paragraphs. Topic sentence and concluding remarks are appropriate to purpose. Most instructor feedback from previous assignments is incorporated. | There is a sophisticated construction of paragraphs and the thesis statement. Ideas progress and relate to each other. Paragraph structure is seamless; topics are on target with thesis direction throughout the essay. All instructor feedback provided in previous assignments is incorporated. |  |
| **5.0 %Conclusion** | The thesis is not restated or is worded the same as it was in the introduction. The essay is not summed up. | The conclusion is recognizable. The author's thesis is restated within the closing paragraph. Does not apply instructor feedback from first draft. | The conclusion is recognizable and is fairly smooth. The author's thesis is restated. | The conclusion is strong and gives the author's position, and thesis is restated. | The conclusion is strong and leaves the reader with a solid understanding of the writer's position. The closing paragraph includes an effective and smooth restatement of the thesis. |  |
| **5.0 %Mechanics of Writing (Includes spelling, punctuation, grammar, and language use.)** | Surface errors are pervasive enough that they impede communication of meaning. Inappropriate word choice and/or sentence construction are used. | Frequent and repetitive mechanical errors distract the reader. Inconsistencies in language choice (register); sentence structure, and/or word choice are present. Uses of first and second person are found. | Some mechanical errors or typos are present, but are not overly distracting to the reader. Correct sentence structure and audience-appropriate language are used; however, uses of second person are found. | Prose is largely free of mechanical errors, although a few may be present. A variety of sentence structures and effective figures of speech are used. No uses of first and second person are found. | Writer is clearly in command of standard, written, academic English. |  |
| **15.0 %Format** |  |
| **5.0 %Paper Format-GCU Style (GCU style should be double spaced throughout, including the reference page, and have 1 inch margins. All type should be 12pt in size and be in the same font, Times New Roman).** | Appropriate template is not used appropriately or documentation format is rarely followed correctly. | Appropriate template is used, but some elements are missing or mistaken; lack of control with formatting is apparent. | Appropriate template is used, and formatting is correct, although some minor errors may be present. | Appropriate template is fully used; There are virtually no errors in formatting style. | All format elements are correct. |  |
| **10.0 %Research Citations (In-text citations for paraphrasing and direct quotes, and reference page listing and formatting, as appropriate to assignment.)** | Sources are not documented. | Documentation of sources is inconsistent and/or incorrect, as appropriate to assignment and style, with numerous formatting errors. | Sources are documented, as appropriate to assignment and style, although some formatting errors may be present. | Sources are documented, as appropriate to assignment and style, and format is mostly correct. | Sources are completely and correctly documented, as appropriate to assignment and style, and format is free of error. |  |
| **100 %Total Weightage** |   |  |