

Critical Writing  
Department of English

**Intended learning outcome assessed with this instrument:** “The ability to write critically about literature in clear, effective prose”

**Student work assessed:** Randomly-selected papers from all Level III literature courses offered during the academic year

		Levels of Achievement					
		5 Excellent – exceeding our hopes	4	3 Acceptable – meeting our hopes	2	1 Disappointing – falling short of our hopes	
<b>Criteria</b>	<b>Main Idea</b> is clearly introduced, interesting, and worthy of sustained attention						
	<b>Organization &amp; Structure</b> of paper is clear and easy for the reader to follow						
	<b>Primary evidence</b> supports the main idea and advances authors’ argument about main idea						
	Whether directly quoted, summarized, or paraphrased, <b>secondary evidence</b> advances authors’ argument about main idea						
	Evidence, primary and secondary, is presented with <b>appropriate transitions and signal phrases</b>						

	<b>Argument</b> is well developed and demonstrates careful analysis; all its points are meaningfully related						
	<b>Style</b> , including dictation and tone, is appropriate and interesting						
	<b>Grammar and Punctuation</b> are correctly used						
	The paper shows and appropriate choice of sources & <b>clear documentation</b> (whether in MLA style or another form)						
Total Score							