Criteria for assessing quality of writing. Please read these carefully then set them aside. When you have finished your first draft set it aside for at least two-four hours or more. Then, read it with a fresh look and these criteria in mind.

GRADE
A
Expertly considers Audience (Readers) and Purpose, invites re-reading
- reaches readers with an original and convincing main point (thesis), sentence after sentence, paragraph after paragraph.
- writes with a definite style and a strong voice
- designs title and opening paragraph to catch the reader's attention
- writes paragraphs that flow smoothly into one another,
- varies sentence length
- writes with tight, fresh words
- develops abstract ideas with concrete examples.
- uses lots of sources effectively and accurately
- gives readers a feeling of completeness and clarity.

GRADE
B
Clearly considers Audience (Readers) and Purpose, invites re-reading
- delivers thoughtful, interesting, and original information.
- Orders specific points are around a relevant, clear main point (thesis)
- is well developed throughout, even in the very beginning
- grabs readers’ attention with title and introduction
- offers plenty of transitional words and phrases to lead readers from point to point and topic to topic, all in reference to main point
- varies sentence structures — there is no choppiness in the B paper
- choses words carefully
- uses citations skillfully and tells readers how they relate to writer’s point.
- carries the reader comfortably and makes the reading experience pleasant, for it offers thoughtful and sometimes original information.

GRADE
C
Seems to consider Audience (Readers) and Purpose
- meets the assignment
- has few serious grammatical errors
- is reasonably organized
- develops around a central point
- includes outside evidence, where needed, but sometimes throws quotes into text without referring to why they're there.
- has errors in citations and the bibliography, but with some work the original sources can be tracked down.
• delivers superficial information common
• presents vague generalizations, no clear picture of why the information is there or how it pertains, exactly, to the point being made. Leaves readers asking "Why?" or "How so?" or "So what?"
• transitions between paragraphs are bumpy or nonexistent leaving readers wondering how everything contributes to the main point
• sentences may follow a predictable, monotonous pattern.
• word choices may be careless or redundant
• unsatisfying to both writer and reader, the C paper just gets the job done but with little imagination or depth of thinking.

GRADE
D
Little consideration for Audience (Readers) and Purpose
• purpose is unclear
• hints at meeting the assignment
• support for the thesis relies only on emotion without any reasoning.
• sources are absent
  OR
• sources are randomly dropped into the paper
• errors in citations and/or the bibliography give the appearance of plagiarism.
• treatment and development of the subject are shallow
• organization is only hinted at
• sentences are frequently awkward and confusing
• serious mechanical errors are numerous
• gives the impression of having been conceived and written in haste
• overall, asks the reader to do an enormous amount of work, with little or no payoff.

GRADE
F
No consideration for Audience (Readers) and Purpose
• purpose is absent.
• does not meet the assignment
• lacks organization, consisting instead of a seemingly random collection of thoughts.
• stylistic, sentencing, and mechanical problems abound, to the point of incoherence.
• offers little to no supporting detail, facts, or any other evidence of research and/or knowledge of writer
• gives the impression of having been conceived and written in great haste with little time taken to conference with TA, instructor, or Writing Intensive Tutor in Writing Center
• overall, asks the reader to do an enormous amount of work, with little or no payoff