

| | Poor (1) | Fair (2) | Good (3) | Excellent (4) |
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| Voice (or Tone, Subjectivity, Style, Narrator, Subjectivity, or Point of View, depending on discipline) | The voice functions at cross purposes with the goals of the writing. | The voice not, in itself, advance the goals of the writing or is not clearly established. | The voice generally advances the goals of the writing but betrays occasional lapses in consistency or appropriateness. | The voice is not only appropriate to discipline and genre and effective in achieving the goals of the writing, but is also engaging and com-pelling in itself. |
| What it's called in your area of study: | | | | What would constitute excellence in this component: |

| | Poor (1) | Fair (2) | Good (3) | Excellent (4) |
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| Organization and Development (or Form, Genre, Presentation, Structure or Mode, depending on discipline) | The writing is so arranged, organized, or ordered that it obscures its intentions and may even invite interpretations contrary to its aims. | The writing is so presented that even though it does not obscure or undermine the goals of the essay, it still does not fully conform to accepted conventions and expectations. | The writing presents itself in a way that allows it to achieve its aims, but occasionally deviates from disciplinary or generic standards and shows occasional lapses in development. | Organization and development of the piece evince mastery of disciplinary standards and advance the goals of the writing. |
| What it's called in your area of study: | | | | What would constitute excellence in this component: |

| | Poor (1) | Fair (2) | Good (3) | Excellent (4) |
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| Control (including conventions of Usage, Mechanics, Correctness, or readability, depending on discipline and assignment's expectations) | The deployment of language, at the level of the statement, deviates so far from accepted conventions in the discipline that it subverts the aims of the writing and seriously detracts from its readability. | The writing generally conforms to conventions for correctness, but occasional to frequent lapses distract attention from the goals of the writing. | The writing adheres to conventions of correctness and usage to the degree that the piece is generally readable and meets the technical requirements for proficiency. | The writing demonstrates virtuosity in its deployment of language, so much so that the mechanics of the writing in and of itself advance the goals of the piece and/or compel readers' engagement. |
| What it's called in your area of study: | | | | What would constitute excellence in this component: |

| | Poor (1) | Fair (2) | Good (3) | Excellent (4) |
|---|--|--|---|---|
| Content (including claims, evidence, ideas expressed, information conveyed, etc., as appropriate to the discipline and the assignment's expectations) | The writing includes little, if any, of the content material expected from it, and thus prevents itself from achieving its aims. | The writing mentions the kinds of content material it intends to engage with, but does so only to the extent that it conveys its intended effect without achieving it. | The writing includes most or the components of the content necessary to achieve its aims and to answer disciplinary expectations, but either includes extraneous/unnecessary content or fails to include some necessary content, or both. | The writing includes all necessary content and deploys it effectively to achieve its aims and according to the standards of its discipline. |
| What it's called in your area of study: | | | | What would constitute excellence in this component: |

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