

CRITERIA	PROFICIENT EVIDENCE	SATISFACTORY EVIDENCE	SOME EVIDENCE	INSUFFICIENT EVIDENCE:
OVERALL PURPOSE	Purpose is clear	Shows awareness of purpose	Shows limited awareness of purpose	No awareness
MAIN IDEA	Clearly presents the main ideas and supports it throughout the paper.	The main ideas are supported throughout most of the paper.	Vague sense of the main ideas, weakly supported throughout the paper.	The main ideas are not clearly presented
CRITICAL THINKING & ANALYSIS	The approach to the assigned topic of study is insightful, and/or creative, persuasive, unique, and worth developing; the level of thinking/analysis is strong; the ideas are clearly communicated with focus and specificity; the topic is considered/addressed from several facets or perspectives; the writer understands discipline-specific methods for producing knowledge.	The approach is acceptable, reasonable, thoughtful; the level of thinking/analysis is appropriate; the ideas offered are generally specific and focused, some are insightful, usually communicated clearly; the writer shows an awareness of other facets or perspectives; the writer seems to understand the disciplinary discourse.	The approach is occasionally adequate; some evidence of thinking/analysis, or an attempt at analysis, is evident; the ideas offered are intermittently delineated, thought-through, and appropriate to the task; the writer attempts to show awareness of at least one other facet or perspective; the writer sporadically shows awareness of the disciplinary discourse.	The approach is inadequate or confusing; little or no evidence of critical thinking and analysis are evident; although some of the ideas may be worthwhile, the level of insight and clarity of presentation are lacking; the writer does not take into account other facets or perspectives, or does so in an inappropriate or simplistic manner; the thinking lacks focus and clarity, illustrates misconceptions
AUDIENCE	The content is tailored to the disciplinary audience. The audience can clearly follow and understand the report and the information presented in a logical, interesting sequence.	The content included is somewhat appropriate to the disciplinary audience. The audience can grasp the information presented in logical sequence.	The content is relevant to the disciplinary audience but the audience has difficulty following the report because ideas presented jump around.	The content provides little or no evidence of awareness of the disciplinary audience. The audience cannot to understand the objective of the report.
CONTENT	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature.	Content is not sound
ORGANIZATION: OVERALL	The marketing direction that will frame marketing tactics of the marketing plan is clearly and specifically stated in 3-5 sentences. The marketing strategy is logically linked to the marketing goals of delivering value..	Marketing strategy is identified but isbut generic in some aspects. The marketing strategy is logically linked to the marketing goals of delivering value..	Marketing strategy is identified but is unclear or unspecific in some aspects. The marketing strategy isnot logically linked to the marketing goals of delivering value.	The marketing strategy is missing or is illogical given the marketing goals of delivering value.
EXAMPLES	Use of well crafted examples and detailed descriptions.	Some use of specific examples and detailed descriptions. May have extended examples that go on for too long.	Little use of specific examples and details; mostly generalized examples and little description.	No use of examples
GRAMMAR & MECHANICS	Excellent grammar, spelling, syntax and punctuation.	A few errors in grammar, spelling, syntax and punctuation, but not many.	Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Could also be a sign of lack of proof-reading.	Continuous errors
RESEARCH (IF ASSIGNMENT INCLUDES A RESEARCH COMPONENT)	Sources are exceptionally well-integrated and they support claims argued in the paper very effectively. Quotations and Works Cited conform to MLA style sheet.	Sources are well integrated and support the paper's claims. There may be occasional errors, but the sources and Works Cited conform to MLA style sheet.	Sources support some claims made in the paper, but might not be integrated well within the paper's argument. There may be a few errors in MLA style..	The paper does not use adequate research or if it does, the sources are not integrated well. They are not cited correctly according to MLA style, nor listed correctly on the Works Cited