

## WRITING MATTERS: A Guide to UW-W Writing Standards

	<b>Accomplished</b>	<b>Competent</b>	<b>Developing</b>
<b>Focus/Thesis</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explicitly and fully addresses the assignment</li> <li><input type="checkbox"/> Thesis or central idea is clear, compelling, arguable, original, and complex</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Addresses assignment but may be less relevant</li> <li><input type="checkbox"/> Thesis/central idea is clear but simplistic, obvious, and/or superficial</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Partially addresses the assignment</li> <li><input type="checkbox"/> Thesis/central idea may be absent OR may be unclear, unfocused and/or confused</li> </ul>
<b>Analysis/ Interpretation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates complete, accurate, and insightful understanding and use of materials</li> <li><input type="checkbox"/> Develops and synthesizes substantive and persuasive arguments/ideas/interpretations</li> <li><input type="checkbox"/> Demonstrates complex engagement of alternative perspectives/context</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Displays complete and accurate understanding of materials, but uneven ability to shape and contextualize materials</li> <li><input type="checkbox"/> Introduces substantive and persuasive ideas/arguments /interpretations but these are not fully developed or synthesized</li> <li><input type="checkbox"/> Shows awareness of alternative perspectives/context</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shows inaccurate and incomplete understanding OR accurate but superficial understanding OR doesn't move beyond simple summary and description</li> <li><input type="checkbox"/> Presents obvious and unoriginal OR illogical OR unpersuasive ideas/arguments</li> <li><input type="checkbox"/> Lack of awareness of alternative perspectives/context</li> </ul>
<b>Coherence and Organization</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Focused and logical development of thesis/ideas throughout</li> <li><input type="checkbox"/> Cohesive paragraphs that effectively develop the central argument/ideas</li> <li><input type="checkbox"/> Smooth transitions between ideas at sentence and paragraph level</li> <li><input type="checkbox"/> Introduction and conclusion are fully developed, engaging, and thoughtful</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Maintains focus with minor logical lapses or unevenness in development of thesis/ideas</li> <li><input type="checkbox"/> Generally unified paragraphs with occasional gaps in cohesion</li> <li><input type="checkbox"/> Some weak or rough transitions at sentence and/or paragraph level</li> <li><input type="checkbox"/> Introduction and conclusion are adequately developed and effective</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Focus shifts or is lacking altogether; weak or illogical development of idea/argument</li> <li><input type="checkbox"/> Disorganized paragraph structure, internal contradictions</li> <li><input type="checkbox"/> Lack of effective transitions at paragraph and/or paragraph level</li> <li><input type="checkbox"/> Truncated or absent introduction; redundant or absent conclusion</li> </ul>
<b>Evidence And Documentation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sources are used with academic integrity</li> <li><input type="checkbox"/> Thesis and ideas are consistently supported by well-chosen evidence</li> <li><input type="checkbox"/> Evidence is smoothly integrated into discussion</li> <li><input type="checkbox"/> Evidence is credible, accurate and presented with an appropriate level of detail</li> <li><input type="checkbox"/> Consistently and accurately uses discipline-specific citation format</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sources are used with academic integrity</li> <li><input type="checkbox"/> Thesis and ideas are generally supported, but there may be some gaps or use of irrelevant evidence</li> <li><input type="checkbox"/> Evidence may be unevenly integrated into argument</li> <li><input type="checkbox"/> Evidence is occasionally inaccurate, too general or too specific in detail</li> <li><input type="checkbox"/> Some errors in use of discipline-specific citation format</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sources are used with academic integrity</li> <li><input type="checkbox"/> Evidence is consistently thin, inappropriate, irrelevant, and/or absent</li> <li><input type="checkbox"/> Evidence is poorly integrated (lacks signal phrases and follow-up) or unconnected to argument</li> <li><input type="checkbox"/> Evidence is often inaccurate, too general or too specific in detail; there may be lack of or over-reliance on sources</li> <li><input type="checkbox"/> Many errors in citation format; inappropriate citation format</li> </ul>
<b>Language Use and Conventions</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Precise word choice, appropriate to audience and purpose</li> <li><input type="checkbox"/> Complex, varied sentences that convey meaning with clarity and fluency</li> <li><input type="checkbox"/> Closely adheres to rules of Standard Written English (grammar, punctuation, spelling)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Occasionally inaccurate, repetitive or imprecise word choice</li> <li><input type="checkbox"/> Sentences convey meaning clearly but may lack complexity, fluency or variety</li> <li><input type="checkbox"/> Mostly adheres to rules of Standard Written English but may include some minor errors</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Often simplistic, inexact or inappropriate word choice</li> <li><input type="checkbox"/> Meaning is frequently impeded due to awkward or non-idiomatic sentences</li> <li><input type="checkbox"/> Frequent errors in Standard Written English that often impede meaning</li> </ul>

**Note: “Competent” defines the level of writing ability that all UW-Whitewater students should achieve by graduation.**

