

## Writing and Research Cumulative Skill

<b>Evaluation Criteria</b>	<b>Student needs intervention</b>	<b>Student is developing progress/proficiency</b>	<b>Student demonstrates progress/proficiency</b>
<b>Comprehension of material</b>	Confusion over assignment and/or source material; unfamiliarity with conventions of discourse	Awareness of main points but missing details or more complex connections	Insight into arguments; understanding of material
<b>Argument</b>	Feelings, impressions, summary description or simple assertion	Mix of opinion and argument/evidence without a clear point of view	Clear, supported claims leading to a point of view; important terms and concepts are defined
<b>Organization</b>	Confused or arbitrary order	Structure of inconsistent quality; choppy transitions; sometimes imitates order of source material	Parts of the paper progress logically to form a whole argument
<b>Paragraph coherence</b>	Paragraph contains multiple points in random order	Sentences address a single topic but appear in arbitrary order	Paragraph develops a controlling idea
<b>Use of evidence</b>	Spare, misinterpreted details without apparent connection to larger points	Basic supporting evidence but without sufficient detail	Persuasive, sufficient, representative, and relevant evidence
<b>Clarity and coherence of expression</b>	Vague constructions; improper word usage	Sentence construction is simple and repetitious, includes some inflated diction, colloquial language and/or imprecise expression	Clear sentences; precise word usage and appropriate tone
<b>Grammar &amp; Mechanics</b>	Ungrammatical constructions and punctuation errors; faulty sentence structure	Acceptable sentence structure; infrequent grammar errors	Mastery of mechanics of writing and style

Close Window

Copyright © Hampshire College - Administrative Systems  
Need Assistance? [thehub@hampshire.edu](mailto:thehub@hampshire.edu) or call 559-5718  
[Web browser policy for Hampshire College](#)