

## PSY 458 Scoring Sheet for Writing Assignment

<b>Exemplary Paper: 90 - 100%</b>	<b>54</b>	<b>55</b>	<b>56</b>	<b>57</b>	<b>58</b>	<b>59</b>	<b>60</b>	<b>pts</b>
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- *Comprehension*: demonstrates a thorough understanding of the topic in developing an insightful response; demonstrates thorough understanding of concepts, theories, and supporting evidence. Discusses several relevant theories in relation to topic thoroughly.
- *Organization*: answers all parts of the question thoroughly; demonstrates strong essay and paragraph organization. Uses up-to-date references effectively.
- *Development*: strongly develops the topic through specific and appropriate detail; logical, intelligent, and thoughtful; may be creative or imaginative.
- *Expression*: Exhibits proficient sentence structure and usage, but may have a few minor slips (e.g. an occasional misused or misspelled word, or a comma fault); may show stylistic flair.

<b>Proficient paper: 80-89%</b>	<b>48</b>	<b>49</b>	<b>50</b>	<b>51</b>	<b>52</b>	<b>53</b>	<b>pts</b>
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- *Comprehension*: demonstrates a sound understanding of the topics in developing a well-reasoned response; demonstrates understanding of concepts, theories, and supporting evidence. Discusses more than one relevant theory in relation to topics.
- *Organization*: displays effective paragraph and essay organization and answers all parts of the question; uses references where appropriate.
- *Development*: skillfully and logically employs specific and appropriate detail, but may lack the level of insight or intelligence found in an exemplary paper.
- *Expression*: structures sentences effectively, but may lack stylistic flair; keeps diction appropriate, but may waver in tone; maintains sound grammar though may err occasionally.

<b>Acceptable paper: 70-79%</b>	<b>42</b>	<b>43</b>	<b>44</b>	<b>45</b>	<b>46</b>	<b>47</b>	<b>pts</b>
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- *Comprehension*: demonstrates (sometimes by implication) a generally accurate understanding of the article (or prompt) in developing a sensible response; demonstrates a general understanding of concepts, theories, and supporting evidence. Discusses one relevant theory in relation to chosen topics.
- *Organization*: shows adequate paragraphing and essay organization, but may give disproportionate attention to some parts of the question; uses some references where appropriate in some areas but not in others.
- *Development*: shows adequate logical development of the topic but may not be as fully and specifically developed as a superior essay or may respond in a way that is somewhat simplistic or repetitive.
- *Expression*: shows adequate command of sentence structure, using appropriate diction, but may contain some minor problems in grammar, punctuation, or usage (problems which might annoy a reader but will not lead to confusion or misunderstanding).

<b>Weak paper: 60-69%</b>	<b>36</b>	<b>37</b>	<b>38</b>	<b>39</b>	<b>40</b>	<b>41</b>	<b>pts</b>
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- *Comprehension*: demonstrates some understanding of the article (or prompt) but may misconstrue parts of it or make limited use of it in developing a weak response; demonstrates a weak understanding of concepts, theories, and supporting evidence; may not use concepts, theories, or evidence appropriately or make limited use of concepts, theories, or evidence. Theory chosen is only marginally relevant to chosen topics.
- *Organization*: does not address major aspects of the topic; may distort or neglect parts of the question; presents a predominately narrative response; is deficient in organization at the essay or paragraph level; lacks focus, or wanders from the controlling idea; uses references sparingly.
- *Development*: consistently generalizes without adequate support; presents conclusions that do not logically follow from the premises or the evidence; or consistently repeats rather than explores ideas.
- *Expression*: shows deficient sentence structure; uses a primer style; or contains errors in mechanics (including spelling) which are serious or frequent enough to affect understanding.

<b>Inadequate paper: &lt; 60%</b>	<b>20</b>	<b>21</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>35</b>	<b>pts</b>
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- Demonstrates poor understanding of the main points of the article (or prompt), does not use the article (or prompt) appropriately in developing a response, or may not use the article (or prompt) at all; poor or no understanding of concepts, theories, or evidence; does not use these in presenting his/her understanding.
- Shows serious flaws in more than one important area or writing (organization, development, or expression). Sentence level error is so severe and pervasive that other strengths of the paper become obscured. Clarity may exist only on the level of the sentence.