

CMPT 376 Fall 2008 Assignment 4 (Final) **Student** _____ **Grade** _____

Quality	Excellent	Skilled	Substandard
Content			
Motivation	Convinces the reader that the topic is worth understanding	Generates mild enthusiasm	Gives little sense that this topic is worth the time
Audience	Accounts for audience needs and perspectives	Superficially considers audience	Little to no consideration of audience
Level	Uses language and concepts appropriate to audience's level	Language and concepts slightly higher or lower than audience level.	Level far too high or low for this audience
Completeness	Reader would be able to make effective decisions about the topic	Reader would require some extra searching to make decisions about this topic	Reader would not be able to use this explanation without much work
Components	Process separated into coherent, stable components	Process separated coherently, but some components have unclear rationale	Process separated capriciously, pieces lack rationale or identity
Limitations	Discusses disadvantages and tradeoffs	Broad or incomplete description of limitations of method	Little to no mention of limits
Facts and opinions	Clearly distinguishes facts and received opinions	External data and opinion not well-differentiated or only small amounts	Facts and received opinions undistinguished OR no external data
Summary	Summary returns to most important points	Summary captures most points but some important ones left out	Summary wanders, does not return to important points

Quality	Excellent	Skilled	Substandard
Structure			
Process	Clearly stated	Stated broadly but not precisely	Never stated or unclear
Sequence	Argument <i>builds</i> , moving in small steps	Some steps too large or redundant	Argument <i>stumbles</i> , with steps out of sequence
Concepts	Introduced before use	Introduction and use intermingled	No consistent pattern
Steps	Clear intermediate stages	Only a few intermediate stages	Moves in leaps, gaps left
Metadiscourse	Explicitly marks steps of argument	Steps occasionally marked	Few to no markers of steps
Linking	Topics linked across paragraphs in “hook and eye” logic	Topics partly linked across paragraphs	Paragraphs not clearly linked
Style			
Formality	High but not elegant. Enough personal touches that reader gets sense of an individual author	Overly formal. No personal touches, forbidding OR touches of undue informality.	Informal, colloquial, cute. Conveys that this is a trivial or joking matter
Characters	Matched to sentence subjects	Sometimes matched to sentence subjects	Key characters are not sentence subjects
Actions	Matched to verbs	Some as verbs, some as nominalizations	Buried in nominalizations
New information	Sentences put familiar and simple first, new and complex last	Some sentences move from familiar and simple to new and complex	Sentences tend to begin with complex or unfamiliar information