

## Academic Levels Requirements

Our requirements for academic levels are based on qualitative evaluation rather than quantitative criteria. Why? Our product, despite the overall call for standard quality, accurate following of instructions, and application of academic principles, can hardly be standardized and put in strict borders, though some generalizations are possible if several broad categories are considered. With this in mind, it has been established that papers and accounts' academic levels should be qualitatively and subjectively evaluated through the contrasting of what they produce to a set of certain criteria. At the same time, such an approach gives room for writers to apply deviations, creativity, and personalization, which are often inevitable in our industry.

Simultaneously, because the quantitative approach is not employed, a set of other - qualitative - criteria is used throughout the requirements (listed below). These criteria are logically understandable, though some generalized specifications are listed:

- **poor/weak** - the very basic level, below *fair/moderate*, and is indicative of the writer's particularly low proficiency in an area;
- **fair/moderate** - moderate level, indicative that a certain problem occurs rather frequently but not too frequently, and is indicative of the writer's moderate proficiency;
- **good** - a close-to-strong level, above *fair/moderate* indicative that either a problem is virtually non-existent or that a positive observation occurs frequently, and is indicative of the writers' good and sufficient proficiency;
- **strong** - the highest level, indicative that either the problem is non-existent or that a particular area is of a superb development level, and is indicative of the writer's top proficiency;
- **many** - the highest level of a problem's frequency; suggests that a problem occurs so often that it is easily identifiable, complicates the reading or comprehension of the text, and cannot be tolerated; is indicative of the writer's low proficiency and need for improvement in an area;
- **some/few** - moderate level of evaluation of a problem's frequency; suggests that a problem occurs rather often and somewhat complicates the reading or comprehension of the text, but the severity of the problem is limited and can be tolerated to some extent; is indicative that the writer has some proficiency but should improve;
- **just some / just several** - the lowest level of a problem's frequency; suggests that though a problem occurs, it is virtually missing and there are only several cases across the paper; is indicative that a writer is proficient in an area but still should pay attention to the area in future papers;
- *rarely* - refers to low frequency of 1) a problem recurring in a paper or 2) following of standards in a certain category. Is indicative that either 1) the problem is infrequent and reading and comprehension of a text are not affected 2) that there are *many* issues in a category.
- *generally/mostly* - refers to moderate frequency of 1) a problem recurring in a paper or 2) following of standards in a certain category; is above *rarely* but below *usually* and *always*. Is indicative that either 1) the problem is moderately frequent and reading and comprehension of a text are complicated yet possible or 2) that there are *some* issues in a category.
- *usually* - refers to moderate frequency of 1) a problem recurring in a paper or 2) following of standards in a certain category; is above *generally/mostly* but below *always*. Is indicative that either 1) the problem is frequent and reading and comprehension of a text are complicated yet possible or 2) that there are *just some* issues in a category.
- *always* - refers to the highest frequency of 1) a problem recurring in a paper or 2) following of standards in a certain category. Is indicative that either 1) the problem is so frequent that reading and comprehension of a text are impossible or 2) that there are no issues in a category.

**N.B.: The following criteria pertain to individual papers. Account level (indicated in the QC check and profile) is determined by which level dominates the QC check and overall impressions from the papers read in the check.**

<p><b>High School (HS)</b>  * key distinguishing features:</p> <ul style="list-style-type: none"> <li>violation of instructions</li> <li>weak analysis</li> <li>weak language command</li> </ul> <p><u>Note:</u> any HS-level brings an account closer to probation: “Exemplary” means that the paper is better than other levels at the HS level, but it does not mean that the paper is well-written altogether.</p>	<p><b>College</b>  1* key distinguishing features:</p> <ul style="list-style-type: none"> <li>mostly adequate following of instructions</li> <li>mostly adequate analysis</li> <li>mostly good language command</li> <li></li> </ul> <p><u>Note:</u> College A is likely to enable access to Uni-level papers if all other KPI are acceptable.</p>	<p><b>Undergraduate</b>  * key distinguishing features:</p> <ul style="list-style-type: none"> <li>good following of instructions</li> <li>good analysis</li> <li>good language command</li> </ul> <p><u>Note:</u> Uni A is likely to enable access to Master’s/PhD-level papers if all other KPI are acceptable.</p>	<p><b>Master’s, PhD</b>  * key distinguishing features:</p> <ul style="list-style-type: none"> <li>precise following of instructions</li> <li>exemplary analysis</li> <li>exemplary language command</li> </ul>
<p>An Exemplary HS-level paper  A “HS A” paper <b>at least moderately follows instructions</b>, operates <b>at least basic English</b> (writer can express their ideas but makes multiple writing mechanics, punctuation, and grammar errors), shows <b>at least some analysis</b> (writer analyzes evidence at the at least superficial level but poorly and unconvincingly), utilizes <b>at least basic</b> writing style (text is understandable but does not sound adequately natural or persuasive), ensures <b>at least some coherence in ideas</b> (ideas are generally understandable but sound like a list of bullet points rather than a flowing text), <b>formats references</b> and in-text citations <b>at least somewhat correctly</b> (some relation to the required style but many errors), <b>cites at least some of non-common knowledge</b> used (much of the text remains uncited despite being apparently non-common), ensures <b>at least somewhat fair visual presentation</b> (ensures most of the following - correct style, length of paragraphs, indentation, font size and color), <b>structures at least some paragraphs</b> [and paper at large - inclusion of required structural elements] correctly (the writer shows that they at least have the capacity to structure paragraphs but fail to do so).</p>	<p>An Exemplary College-level paper  A “College A” paper <b>mostly/generally follows instructions</b> (only minor/insignificant violations), operates <b>fair English</b> (writer expresses their ideas well but makes some writing mechanics, punctuation, and grammar errors), <b>adequately</b> engages in analysis (writer analyzes evidence at the adequate level, but ideas are not yet particularly strong), utilizes <b>moderate/fair</b> writing style (text is generally understandable and flows mostly well but sometimes lacks adequacy or persuasion), ensures <b>fair coherence in ideas</b> (ideas are understandable and generally flow well but sometimes sound like a list of bullet points rather than a flowing text), <b>formats references</b> and in-text citations <b>generally/mostly correctly</b> (required style generally used but some [insignificant] errors), <b>cites most of non-common knowledge</b> used (only some of the text remains uncited despite being apparently non-common), <b>generally/mostly</b> ensures good <b>visual presentation</b> (ensures most of the following - correct style, length of paragraphs, indentation, font size and color), <b>structures most paragraphs</b> [and paper at large - inclusion of required structural elements] correctly (the writer can structure paragraphs but fail to do so with some paragraphs), and <b>accurately revises</b> papers.</p>	<p>An Exemplary Uni-level paper  A “Uni A” paper <b>strongly follows instructions</b> (with no violations), operates <b>good English</b> (writer expresses their ideas well and makes virtually no writing mechanics, punctuation, and grammar errors), ensures <b>good analysis</b> (writer analyzes evidence profoundly and ideas are strong, rooted in theory, or demonstrate personal opinion or proficiency), utilizes <b>good writing style</b> (text is well understandable and flows well), ensures <b>strong coherence in ideas</b> (ideas are understandable and flow well at all times), <b>formats references</b> and in-text citations <b>always correctly</b> (just several insignificant errors), <b>cites all of non-common knowledge</b> used [only several cases of missing citations where they ought to be], <b>always</b> ensures <b>good visual presentation</b> (no issues with following - correct style, length of paragraphs, indentation, font size and color), <b>structures all paragraphs</b> [and paper at large - inclusion of required structural elements] correctly (just several cases of incorrect structuring), and <b>accurately revises</b> papers.</p>	<p>Master’s, PhD  A “Master’s, PhD” paper <b>strongly follows instructions</b> (with no violations), operates <b>strong English</b> (writer expresses their ideas accurately and makes virtually no (~1-3 per paper) writing mechanics, punctuation, and grammar errors), ensures <b>strong analysis</b> (writer analyzes evidence profoundly and ideas are strong, rooted in theory, or demonstrate personal opinion, proficiency, and strong critical thinking), utilizes <b>strong writing style</b> (text is fully understandable and flows exceptionally well with no cases of awkwardness or unclarity), ensures <b>strong coherence in ideas</b> (ideas are understandable and flow well at all times with no exceptions), <b>formats references</b> and in-text citations <b>strongly correctly</b> (only 1-2 minor errors [e.g. incorrect capitalization]), <b>cites all of non-common knowledge</b> used [no exceptions], <b>always</b> ensures <b>good visual presentation</b> (no issues with following - correct style, length of paragraphs, indentation, font size and color), <b>structures all paragraphs</b> [and paper at large - inclusion of required structural elements] correctly (no</p>

				exceptions), and <b>accurately revises</b> papers at all times.
	<p><b>Key distinction between HS A and HS B.</b>  <b>HS B is characterized by (compared to HS A):</b></p> <ul style="list-style-type: none"> <li>weaker analysis</li> </ul>	<p><b>Key distinction between College A and College B.</b>  <b>College B is characterized by (compared to Col. A):</b></p> <ul style="list-style-type: none"> <li>more writing mechanics errors</li> <li>weaker coherence in ideas</li> <li>more errors in format of references</li> <li>less of non-common knowledge is cited</li> <li>more errors in paragraph structuring</li> <li>more errors with revisions</li> </ul>	<p><b>Key distinction between Uni A and Uni B.</b>  <b>Uni B is characterized by (compared to Uni A):</b></p> <ul style="list-style-type: none"> <li>more writing mechanics errors</li> <li>weaker writing style</li> <li>weaker coherence in ideas</li> </ul>	—
	<p>A Strong HS-level paper  A “HS B” paper <b>at least moderately follows instructions</b>, operates <b>at least basic English</b> (writer can express their ideas but makes multiple writing mechanics, punctuation, and grammar errors), <b>does not</b> engage in <b>analysis</b> (writer does not analyze evidence but only summarizes / restates it), utilizes <b>at least basic writing style</b> (text is understandable but does not sound adequately natural or persuasive), ensures <b>at least some coherence in ideas</b> (ideas are generally understandable but sound like a list of bullet points rather than a flowing text), <b>formats references and in-text citations at least somewhat</b> correctly (some relation to the required style but many errors), <b>cites at least some of non-common knowledge</b> used (much of the text remains uncited despite being apparently non-common), ensures <b>at least somewhat fair visual presentation</b> (ensures most of the following - correct style, length of paragraphs, indentation, font size and color), <b>structures at least some paragraphs</b> [and paper at large - inclusion of required structural elements] correctly (the writer shows that they at least have the capacity to structure paragraphs but fail to do so).</p>	<p>A Strong College-level paper  A “College B” paper <b>mostly/generally follows instructions</b> (only minor/insignificant violations), operates <b>fair English</b> (writer expresses their ideas well but makes many writing mechanics, punctuation, and grammar errors), <b>adequately</b> engages in <b>analysis</b> (writer analyzes evidence at the adequate level, but ideas are not yet particularly strong), utilizes <b>moderate/fair writing style</b> (text is generally understandable and flows mostly well but sometimes lacks adequacy or persuasion), ensures <b>mostly fair coherence in ideas</b> (ideas are understandable and generally flow well but sometimes sound like a list of bullet points rather than a flowing text), <b>formats references and in-text citations generally/mostly</b> correctly (required style generally used but many errors), <b>cites moderate amount of non-common knowledge</b> used (only some of the text remains uncited despite being apparently non-common), <b>generally/mostly</b> ensures good <b>visual presentation</b> (ensures most of the following - correct style, length of paragraphs, indentation, font size and color), <b>structures many</b> [but not most] <b>paragraphs</b> [and paper at large - inclusion of required structural elements] correctly (the writer can structure paragraphs but fail to do so with some paragraphs), and <b>mostly accurately revises</b> papers.</p>	<p>A Strong Uni-level paper  A “Uni B” paper <b>strongly follows instructions</b> (with no violations), operates <b>good English</b> (writer expresses their ideas well and <b>makes just several</b> [hardly noticeable] writing mechanics, punctuation, and grammar errors), ensures <b>good analysis</b> (writer analyzes evidence profoundly and ideas are strong, rooted in theory, or demonstrate personal opinion or proficiency), utilizes <b>good writing style</b> (text is well understandable and flows well, <b>but with just several cases of awkwardness</b>), ensures <b>strong coherence in ideas</b> (ideas are understandable and <b>generally</b> flow well, <b>with only some issues</b>), <b>formats references and in-text citations always</b> correctly (just several insignificant errors), <b>cites all of non-common knowledge</b> used [only several cases of missing citations where they ought to be], <b>always</b> ensures <b>good visual presentation</b> (no issues with the following - correct style, length of paragraphs, indentation, font size and color), <b>structures all paragraphs</b> [and paper at large - inclusion of required structural elements] correctly (just several cases of incorrect structuring), and <b>accurately revises</b> papers.</p>	<p><b>* Non-existent.</b> A Master’s / PhD paper should have no flaws, hence no differentiation into sublevels.</p>
	<p><b>Key distinctions between HS B and HS C.</b>  <b>HS C is characterized by (compared to HS B):</b></p> <ul style="list-style-type: none"> <li>weaker writing style</li> <li>poorer coherence of ideas</li> <li>more errors in format of references</li> <li>more non-common knowledge not cited</li> <li>more errors with paragraph structuring</li> </ul>	<p><b>Key distinction between College B and College C.</b>  <b>College C is characterized by (compared to Col. B):</b></p> <ul style="list-style-type: none"> <li>more writing mechanics errors</li> <li>weaker analysis</li> <li>weaker coherence in ideas</li> <li>more errors with revisions</li> </ul>	<p><b>Key distinction between Uni B and Uni C.</b>  <b>Uni C is characterized by (compared to Uni B):</b></p> <ul style="list-style-type: none"> <li>minor deviations from instructions</li> <li>more minor writing mechanics errors</li> <li>weaker writing style</li> <li>weaker coherence in ideas</li> <li>minor errors in format of references</li> <li>more cases of missing citations</li> </ul>	—

			<ul style="list-style-type: none"> <li>• minor visual presentation issues</li> <li>• minor issues with paragraph structuring</li> <li>• minor errors with revisions</li> </ul>	
	<p>A Satisfactory HS-level paper</p> <p>A “HS C” paper <b>at least moderately follows</b> instructions, operates <b>at least basic</b> English (writer can express their ideas but makes multiple writing mechanics, punctuation, and grammar errors), <b>does not</b> engage in <b>analysis</b> (writer does not analyze evidence but only summarizes / restates it), utilizes <b>weak</b> writing style (text is <i>rather/somewhat</i> understandable but does not sound adequately natural or persuasive), ensures <b>poor</b> coherence in ideas (ideas are hardly understandable and sound like a list of bullet points rather than a flowing text), formats references and in-text citations <b>at least somewhat / poorly</b> correctly (some relation to the required style but many errors), <b>cites just some (hardly any)</b> of <b>non-common knowledge</b> used (most of the text remains uncited despite being apparently non-common), ensures <b>at least somewhat</b> fair <b>visual presentation</b> (ensures at least some of the following - correct style, length of paragraphs, indentation, font size and color), <b>structures just some paragraphs</b> [and paper at large - inclusion of required structural elements] correctly (the writer shows that they at least have the capacity to structure paragraphs but fail to do so).</p>	<p>A Satisfactory College-level paper</p> <p>A “College C” paper <b>mostly/generally follows</b> instructions (only minor/insignificant violations), operates <b>mostly fair</b> English (writer expresses their ideas well but makes many writing mechanics, punctuation, and grammar errors), engages in <b>analysis fairly well</b> (writer analyzes evidence satisfactorily, but ideas are not yet particularly strong), utilizes <b>moderate/fair</b> writing style (text is generally understandable and flows mostly well but often lacks adequacy or persuasion), ensures <b>generally fair</b> coherence in ideas (ideas are generally understandable and generally flow well but sometimes sound like a list of bullet points rather than a flowing text), formats references and in-text citations <b>generally/mostly</b> correctly (required style generally used but many errors), <b>cites moderate amount of non-common knowledge</b> used (some of the text remains uncited despite being apparently non-common), <b>mostly</b> ensures good <b>visual presentation</b> (ensures most of the following - correct style, length of paragraphs, indentation, font size and color), <b>structures many</b> [but not most] <b>paragraphs</b> [and paper at large - inclusion of required structural elements] correctly (the writer can structure paragraphs but fail to do so with some paragraphs), and <b>revises</b> papers <b>at least fairly</b>.</p>	<p>A Satisfactory Uni-level paper</p> <p>A “Uni C” paper <b>mostly follows instructions</b> (with only some minor violations), operates <b>good</b> English (writer expresses their ideas well and makes some [not critical in text comprehension] writing mechanics, punctuation, and grammar errors), ensures <b>good analysis</b> (writer analyzes evidence profoundly and ideas are strong, rooted in theory, or demonstrate personal opinion or proficiency), utilizes <b>generally good</b> writing style (text is generally well understandable and flows well, but some cases of awkwardness are present), ensures <b>generally strong</b> coherence in ideas (ideas are generally understandable and generally flow well, but some issues are present), formats references and in-text citations <b>mostly</b> correctly (some non-critical errors), <b>cites most</b> of <b>non-common knowledge</b> used [some cases of missing citations where they ought to be], <b>always</b> ensures <b>generally good</b> <b>visual presentation</b> (only minor issues with the following - correct style, length of paragraphs, indentation, font size and color), <b>structures most paragraphs</b> [and paper at large - inclusion of required structural elements] correctly (just several cases of incorrect structuring), and <b>revises</b> papers <b>mostly accurately</b>.</p>	<p>* <b>Non-existent.</b> A Master’s / PhD paper should have no flaws, hence no differentiation into sublevels.</p>
	<p><b>Key distinction between HS C and HS D.</b>  <b>HS D is characterized by (compared to HS C):</b></p> <ul style="list-style-type: none"> <li>• more violations of instructions</li> <li>• weaker language command with more errors</li> <li>• weaker writing style</li> <li>• poorer coherence in ideas</li> <li>• totally incorrect formatting of references</li> <li>• weaker visual presentation</li> <li>• weaker paragraph structuring</li> </ul>	<p><b>Key distinction between College C and College D.</b>  <b>College D is characterized by (compared to Col. C):</b></p> <ul style="list-style-type: none"> <li>• more violations of instructions</li> <li>• weaker analysis</li> <li>• weaker writing style</li> <li>• poorer coherence in ideas</li> </ul>	<p><b>Key distinction between Uni C and Uni D.</b>  <b>Uni D is characterized by (compared to Uni C):</b></p> <ul style="list-style-type: none"> <li>• more writing mechanics errors</li> <li>• weaker writing style</li> <li>• weaker coherence in ideas</li> <li>• weaker paragraph structuring</li> <li>• weaker visual presentation</li> </ul>	<p>—</p>
	<p>An Emerging HS-level paper</p> <p>A “HS D” paper <b>poorly follows instructions</b>, operates <b>very weak</b> English (writer can hardly express their ideas and makes multiple writing mechanics, punctuation, and grammar errors), <b>does not</b> engage in <b>analysis</b> (writer does not analyze evidence but only summarizes / restates it), utilizes <b>very weak</b> writing style (text is <i>hardly</i> understandable and is far from sounding adequately natural or persuasive), ensures <b>very poor</b> coherence in ideas (ideas are not</p>	<p>An Emerging College-level paper</p> <p>A “College D” paper <b>at least moderately follows</b> instructions (but not critical violations), operates <b>mostly fair</b> English (writer expresses their ideas well but makes many writing mechanics, punctuation, and grammar errors), engages in <b>analysis at least fairly well</b> (writer analyzes evidence satisfactorily, but ideas are not yet particularly strong), utilizes <b>at least moderate/fair</b> writing style (text is generally understandable and flows mostly well but often lacks</p>	<p>An Emerging Uni-level paper</p> <p>A “Uni D” paper <b>mostly follows instructions</b> (with only some minor violations), operates <b>generally good</b> English (writer expresses their ideas well but makes multiple [not critical in text comprehension] writing mechanics, punctuation, and grammar errors), ensures <b>good analysis</b> (writer analyzes evidence profoundly and ideas are strong, rooted in theory, or demonstrate personal opinion or proficiency), utilizes <b>generally good</b> writing style</p>	<p>* <b>Non-existent.</b> A Master’s / PhD paper should have no flaws, hence no differentiation into sublevels.</p>



	<p>understandable and sound like a list of bullet points rather than a flowing text), <b>formats references</b> and <b>in-text citations incorrectly</b> (required style not used or very many errors), <b>cites just some (hardly any)</b> of <b>non-common knowledge</b> used (most of the text remains uncited despite being apparently non-common), ensures <b>very weak visual presentation</b> (fails to ensure most of the following - correct style, length of paragraphs, indentation, font size and color), <b>rarely structures paragraphs</b> [and paper at large - inclusion of required structural elements] correctly (the writer shows that they at least have the capacity to structure paragraphs but fail to do so).</p>	<p>adequacy or persuasion), ensures <b>at least fair coherence in ideas</b> (ideas are generally understandable and generally flow well but sometimes sound like a list of bullet points rather than a flowing text), <b>formats references</b> and <b>in-text citations generally/mostly correctly</b> (required style generally used but many errors), <b>cites moderate amount of non-common knowledge</b> used (some of the text remains uncited despite being apparently non-common), <b>mostly ensures good visual presentation</b> (ensures most of the following - correct style, length of paragraphs, indentation, font size and color), <b>structures many</b> [but not most] <b>paragraphs</b> [and paper at large - inclusion of required structural elements] correctly (the writer can structure paragraphs but fail to do so with some paragraphs), and <b>revises papers at least fairly</b>.</p>	<p>(text is generally well understandable and flows well, but moderately many cases of awkwardness are present), ensures <b>mostly strong coherence in ideas</b> (ideas are generally understandable and generally flow well, but some issues are present), <b>formats references</b> and <b>in-text citations mostly correctly</b> (some non-critical errors), <b>cites most of non-common knowledge</b> used [some cases of missing citations where they ought to be], ensures <b>generally good visual presentation</b> (some non-critical issues with the following - correct style, length of paragraphs, indentation, font size and color), <b>generally structures paragraphs</b> [and paper at large - inclusion of required structural elements] correctly (some cases of incorrect structuring), and <b>revises papers generally accurately</b>.</p>	
	<p><b>Key distinction between HS D and HS F. HS F is characterized by:</b></p> <ul style="list-style-type: none"> <li>totally violated instructions</li> <li>totally no analysis</li> <li>totally no citing of non-common knowledge</li> <li>totally inappropriate visual presentation</li> <li>totally incorrect paragraph structuring</li> </ul>	—	—	—
	<p>A Failed HS-level paper</p> <p>A “HS A” paper <b>does not follow instructions</b>, operates <b>very weak English</b> (writer can hardly express their ideas and makes multiple writing mechanics, punctuation, and grammar errors), <b>does not engage in analysis at all</b> (writer does not analyze evidence but only summarizes / restates it), utilizes <b>very weak writing style</b> (text is <i>hardly</i> understandable and is far from sounding adequately natural or persuasive), ensures <b>very poor coherence in ideas</b> (ideas are not understandable and sound like a list of bullet points rather than a flowing text), <b>formats references</b> and <b>in-text citations incorrectly</b> (required style not used or very many errors), <b>does not cite</b> any of <b>non-common knowledge</b> used (all of the text remains uncited despite being apparently non-common), <b>does not ensure proper visual presentation</b> at all (fails to ensure most of the following - correct style, length of paragraphs, indentation, font size and color), <b>does not structure paragraphs</b> [and paper at large - inclusion of required structural elements] correctly (the writer shows that they at least have the capacity to structure paragraphs but fail to do so).</p>	<p><b>* Non-existent.</b> If a paper does not meet the description for a College D level, the paper is rated HS.</p>	<p><b>* Non-existent.</b> If a paper does not meet the description for a Uni D level, the paper is rated College.</p>	<p><b>* Non-existent.</b> A Master’s / PhD paper should have no flaws, hence no differentiation into sublevels.</p>