Student:

| **Skills** | **Advanced Exceeds Expectations** | **Competent Meets Expectations** | **Progressing Does not fully meet expectations** | **Unsatisfactory Does not meet expectations** |
| --- | --- | --- | --- | --- |
| **5 points** | **4 points** | **3 point** | **1 points** |
| **Central Message**  The main point, bottom line or “take away.” Should be easy to identify, supported by relevant information and ideas. | The central message of the student work is clear and supporting ideas always are always well-focused. Details are relevant, enrich the work. | The central message of the student work is clear and ideas are almost always focused in a way that supports the thesis. Relevant details illustrate the author’s ideas. | The central message of the student work is identified, ideas are mostly focused in a way that supports the thesis for not always germane | The purpose of the student work is not well-defined. A number of central ideas do not support the thesis, thoughts appear disconnected. |
| **Organization**  Grouping and sequencing (intro, evidence and support, conclusion, transitions) supports effectiveness of paper, conclusion | Information and ideas are presented in a logical sequence which flows naturally and is engaging to the audience | Information and ideas are presented in a logical sequence which is followed by the reader with little or no difficulty | Information and ideas are presented in an order that the audience can mostly follow | Information and ideas are poorly sequenced. The audience has difficulty following the thread of thought |
| **Language**  Vocabulary, terminology, sentence structure, grammar, free from bias | Language choices are imaginative, compelling, enhancing effectiveness of the paper.  Appropriate to the audience, proper use of military acronyms, customs and courtesies. | Language choices are thoughtful and generally support the effectiveness of the paper.  Appropriate to the audience, proper use of military acronyms, customs and courtesies. | Language choices are mundane and common, only partially support the effectiveness of the paper.  Minimally appropriate to the audience, mistakes in military acronyms, customs and courtesies. | Language choices are unclear, possibly confusing, minimally support the effectiveness of the paper.  Not appropriate to the audience, mistakes in military acronyms, customs and courtesies to an extent that detracts from the paper. |
| **Mechanics**  Grammar, formatting, fonts, pagination | Formatting in accordance with APA and/or Navy Correspondence Manual with no errors | Formatting in accordance with APA and/or Navy Correspondence Manual with some errors but not enough to detract from the paper’s quality | Formatting mostly in accordance with APA and/or Navy Correspondence Manual with errors that detract from the paper’s quality | Formatting not in accordance with APA and/or Navy Correspondence Manual with numerous errors that significantly detract from the paper’s quality |
| **Supporting Material**  Explanations, examples, illustrations, statistics, citations, and relevant | Variety of supporting material, appropriate, credible, significantly supporting the paper and establishing presenter’s authority on the topic. | Supporting material, appropriate, credible, generally supporting the paper and establishing presenter’s authority on the topic | Supporting material, appropriate, but only partially supporting the paper and establishing presenter’s authority on the topic | Insufficient supporting material, minimally supporting the paper or establishing presenter’s authority on the topic |

Total points: out of 25 points **Final score: out of 100 points**