

## TLC Student Referral Form

1. Please circle the area the student needs to work on
2. Provide comments
3. Suggest student should visit TLC and bring this form
4. Done

|   | Strong  | Average   | Needs Improvement  |
|---|---|---|--|
| <b>Purpose and Audience</b>                     | Purpose is clear. Strong engagement with audience. Creative risk-taking (in form and/or content). Tone, voice and style provide clarity, personality and conviction. Assignment expectations met or exceeded.                                       | Purpose is generally apparent. Some engagement with audience. Tone, voice and style are generally appropriate. The assignment expectations appear to be met.  | Purpose is not very clear and needs to be more interesting. There is little engagement with audience. Tone, voice and style are often inappropriate. The paper does not seem to follow the instructions of the assignment.   |
| <b>Instructor Comments:</b>                     |   |   |  |
| <b>Ideas, Analysis, &amp; Critical Thinking</b> | Consistent college-level complexity. Ideas demonstrate good logic, differentiate between evidence and opinion, reach well-founded conclusions, and demonstrate effective comprehension, application, synthesis, analysis and evaluation, as needed. | Generally demonstrates college-level complexity. Develops most ideas logically, recognizing the difference between evidence and opinion. Minor problems with evidence, logic and/or conclusions may exist. Demonstrates adequate comprehension, application, synthesis, analysis and evaluation, as needed. | Does not demonstrate college-level complexity. Ideas are not developed clearly. Evidence and opinion are merged and it can confuse the reader. Writing does not show that the writer has a clear grasp of the materials covered and there is very little analysis. |
| <b>Instructor Comments:</b>                     |   |   |  |
| <b>Thesis</b>                                   | Thesis effectively narrows topics and creates strong unity and direction. Thesis is well developed and clearly communicated, whether implicit or explicit. Thesis is complex: it expands and deepens thinking about a subject.                      | Thesis reasonably narrows topics. Focus and direction are generally clear. The writer may stray from the thesis, but overall focus is still apparent. Thesis, whether implicit or explicit, may lack complexity, but does offer thoughtful reflection.  | Thesis is either too broad or too uncertain or does not respond to the assignment. Some sense of thesis may exist, but writing may not entirely support this thesis. Thesis may also be something very obvious.  |
| <b>Instructor Comments:</b>                     |   |   |  |

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| <b>Organization (Structure, Coherence)</b> | Essay demonstrates appropriate organizational strategies; beginning, middle, and end are well planned; transitions are effective. Body paragraphs address main points and divisions or implications of the thesis.  | Overall essay plan is apparent with reasonable beginnings, middles, and ends; some information may be misplaced; some transitions may be unclear.   | Most elements from the other two lists are attempted, but are not very strong. Most often, transitions and topic sentences are not very strong or are missing.  |
| Instructor Comments:                       |   |   |   |
| <b>Development (Evidence, Support)</b>     | Ideas are explained and supported with specific evidence such as examples, facts, statistics, description, anecdotes. Minor lapses in development or closure may occur.   | Most elements of the thesis are supported with sufficient evidence. In most cases, writer uses specific evidence. Some points may remain vague.   | Key elements in the thesis are not fully supported. There may not be a lot of useful examples or information is not fully integrated into the paper.  |
| Instructor Comments:                       |   |   |   |
| <b>Citation and Quotation use</b>          | Enters into dialogue with ideas and assumptions expressed or implied in other texts. Sources presented fairly and completely through summary, paraphrase, or direct quotation and successfully integrated into writer's analysis. Writer distinguishes own words and ideas from those of sources, which are documented appropriately. | Sources presented through summary, paraphrase, or direct quotation and integrated into writer's analysis, though there may be minor problems. Writer generally distinguishes his/her own words and ideas from those of sources, which are documented clearly, though there may be errors. | Central ideas and assumptions of sources not stated or responded to. Writer's words and ideas not clearly distinguished from those of sources. Many problems with documentation exist.  |
| Instructor Comments:                       |   |   |   |
| <b>Sentence Structure</b>                  | Demonstrates skill with written English. Sentences show skillful use of variety and emphasis, coordination and subordination, and logical connections. Writer may deviate from standard sentence structure for rhetorical effect without detracting from credibility.   | Demonstrates control of standard written English. Most sentences are complete, clear, and correctly structured. Writer generally uses coordination and subordination appropriately. Errors in sentence structure are few and are not intrusive.   | Writing shows some confusion over how sentences could be most effective. There may be a pattern of poor subordination and coordination. There may be frequent run-ons and/or fragments. Simple sentences may be overused. Confusing or awkward syntax may interfere with understanding. |

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| <p>Instructor<br/>Comments:</p>              |   |   |   |
| <p><b>Surface errors<br/>and editing</b></p> | <p>Complex punctuation and grammar managed effectively. Minor errors may exist, but not significant patterns.</p> | <p>May contain some grammar, spelling, or punctuation errors, but overall effect not distracting or confusing. Patterns of errors may exist but occur infrequently.</p> | <p>Patterns of errors distract from or blur meaning:</p> <ul style="list-style-type: none"> <li>➤ consistent misuse of punctuation,</li> <li>➤ frequent usage and/or spelling errors,</li> <li>➤ subject-verb agreement errors,</li> <li>➤ verb tense errors, and/or</li> <li>➤ confusing use of pronouns.</li> </ul> |
| <p>Instructor<br/>Comments:</p>              |   |   |   |
| <p><b>Word choice<br/>And economy</b></p>    | <p>Effective and complex with some risk-taking.</p>   | <p>Generally accurate. Errors may exist but are not frequent or overly distracting. Phrasing may be occasionally redundant or wordy.</p>                                | <p>Writing is often not very clear or is redundant. Parts of speech and/or idioms may be misused frequently.</p>  |
| <p>Instructor<br/>Comments:</p>              |   |   |   |