

	<u>Substantially Developed</u> (4)	<u>Moderately Developed</u> (3)	<u>Minimally Developed</u> (2)	<u>Under-Developed</u> (1)
<u>Research</u>				
<i>Quality of Sources</i>	The essay solely employs sources of a significant and highly reputable nature. All sources necessarily satisfy these criteria	The essay predominantly employs sources of a significant and generally reputable nature, though not all sources necessarily satisfy these criteria	The essay employs some sources of a significant and generally reputable nature, though only some of the sources cited wholly satisfy these criteria	The essay employs few to no sources of a significant or reputable nature. Sources employed appear to be dubious, insubstantial, or removed from the topic
<i>Quantity & Variety of Sources</i>	Essay's argument is supported by a copious number of sources representing an extremely wide variety of perspectives on the topic	Essay's argument is supported by a substantial number of sources representing a variety of perspectives on the topic	Essay's argument is supported by several sources representing the essential perspectives on the topic	Essay's argument is supported by few to no sources, and/or the sources fail to represent the essential perspectives on the topic
<i>Use of Sources in Support of Argument</i>	All sources selected clearly and effectively support, develop, and/or expand the essay's line of argumentation	Most sources selected clearly and effectively support, develop, and/or expand the essay's line of argumentation	Some of the sources selected help to support, develop, and/or expand the essay's line of argumentation	Few to none of the sources selected offer recognizable and/or significant support to the essay's line of argumentation

Content				
<i>Thesis & Development</i>	The essay's thesis is targeted, strategic, and provable. The thesis is thoroughly developed and proven throughout the course of the paper	The essay's thesis is appropriately focused and provable. The thesis is well developed and largely proven throughout the course of the paper	The essay's thesis is reasonably focused and supportable. The thesis is developed and supported throughout the course of the paper	The essay's thesis is unfocused and/or unsupported. The thesis lacks development and is weakly supported throughout the course of the paper
<i>Efficacy of Supporting Arguments</i>	Supporting arguments throughout the essay clearly demonstrate nuanced thought processes and a deep consideration of a wide variety of issues related to the essay's thesis	Supporting arguments throughout the essay demonstrate well-developed thought processes and consideration of a variety of issues related to the essay's thesis	Some supporting arguments in the essay may demonstrate developed thought processes and/or some consideration of key issues related to the essay's thesis	Supporting arguments and/or some consideration of key issues related to the essay's thesis are lacking throughout the essay. Arguments presented may be incoherent, unrelated to the topic, and/or deficient in some other significant way
<i>Relevance of Content to ZΨ</i>	The essay's content is obviously and directly relevant to ZΨ in terms of its ritual, history, traditions, etc.	The essay's content is relevant to ZΨ in terms of its ritual, history, traditions, etc.	The essay's content is indirectly and/or tangentially related to ZΨ in terms of its ritual, history, traditions, etc.	The essay's content bears no discernable relevancy to ZΨ in terms of its ritual, history, traditions, etc.

<p><u>Construction</u></p> <p><i>Paper Formatting Requirements</i></p>	<p>The essay's format complies with MLA guidelines in every respect. No errors in formatting are present</p>	<p>The essay's format complies with MLA guidelines in most respects. A few errors in formatting are present but not egregious</p>	<p>The essays' format complies with MLA guidelines in all essential respects. Several errors in formatting are present but not egregious</p>	<p>The essay's formatting fails to comply with MLA guidelines in all essential respects. Errors in formatting are copious and/or egregious</p>
<p><i>Grammar, Mechanics, & Language Usage</i></p>	<p>The essay is composed in a recognized dialect of standard English. No noticeable errors in grammar, mechanics, and/or usage are present</p>	<p>The essay is composed in a recognized dialect of standard English. A few noticeable errors in grammar, mechanics, and/or usage are present</p>	<p>The essay is composed in a recognized dialect of standard English. Several noticeable errors in grammar, mechanics, and/or usage are present but do not significantly impede understanding of the text</p>	<p>The essay may be composed in a recognized dialect of standard English. Noticeable errors in grammar, mechanics, and/or usage are frequent and/or significantly impede understanding of the text</p>
<p><i>Source Citation & Integrity**</i></p>	<p>All sources for ideas cited in the essay are properly credited per MLA formatting guidelines. No indication of dishonesty or plagiarism is present</p>	<p>Nearly all sources for ideas cited in the essay are properly credited per MLA formatting guidelines. No indication of dishonesty or plagiarism is present</p>	<p>A majority of the sources for ideas cited in the essay are properly credited per MLA formatting guidelines. No indication of dishonesty or plagiarism is present</p>	<p>Few sources for the ideas cited in the essay are properly credited per MLA formatting guidelines and/or some indication of dishonesty or plagiarism is present</p>

Usability				
<i>Publication & Dissemination</i>	All components of the essay, including cited sources, are appropriate for display in the public realm			
<i>Educational Support Potential</i>	The essay shows obvious and significant potential to directly support the foreseeable educational goals of the Fraternity and/or Ritual Committee	The essay shows strong potential to directly support the foreseeable educational goals of the Fraternity and/or Ritual Committee	The essay shows some potential to support the foreseeable educational goals of the Fraternity and/or Ritual Committee	The essay shows limited to no potential to support any foreseeable educational goals of the Fraternity and/or Ritual Committee
<i>Universality</i>	The essay's topic, contents, line of argument, resources, and/or conclusion(s) obviously show the potential to appeal to a wide variety of interests within ZΨ	The essay's topic, contents, line of argument, resources, and/or conclusion(s) show identifiable potential to appeal to a variety of interests within ZΨ	The essay's topic, contents, line of argument, resources, and/or conclusions show some potential to appeal to some major areas of interest within ZΨ	The essay's topic, contents, line of argument, resources, and/or conclusions show little potential to appeal to major areas of interest within ZΨ

<p><u>Exemplary Status</u></p> <p><i>Recognition in this category is limited to the top-scoring essay(s) of a given submission cycle as recognized by a consensus of the essay readers for the period of time in question.</i></p>	<p>The essay is an exemplary product of the research process envisioned by the Torch program. Its quality represents the ideal form of a Torch essay.</p>			
<p><u>Scoring Weight Subtotals:</u></p>	<p><u>Substantially Developed (x4):</u></p>	<p><u>Moderately Developed (x3):</u></p>	<p><u>Minimally Developed (x2):</u></p>	<p><u>Under-Developed (x1):</u></p>
<p><u>Essay Score Total:</u></p> <p>(Out of 48 Pts)</p>				