

**SHARP Essay**  
**DLC 111 Foundations in Army Writing**

<b>STUDENT'S NAME:</b>						
<b>ASSIGNMENT TITLE: SHARP Essay</b>						<b>DATE:</b>
<b>FACILITATOR'S NAME:</b>						
<b>RATING:</b>	<b>5-ADVANCED</b>	<b>4-PROFICIENT</b>	<b>3-COMPETENT</b>	<b>2-DEVELOPING</b>	<b>1-LEARNING</b>	<b>0-NONPERFORMER</b>
<b>RANGE:</b>						
<b>EARNED:</b>						
<b>REQUIRED WRITING STANDARDS</b>						
<b>PURPOSE:</b>	The specific reason explaining why the document, correspondence, or report is necessary.					
<b>ANALYSIS:</b>	Breaking down a situation, concept, or argument into its individual parts to examine how they relate to one another.					
<b>SYNTAX:</b>	Clear sentence structure using all parts of speech, especially the use of active voice constructions instead of passive voice.					
<b>CONCISION:</b>	The ability to infuse the greatest amount of information into the least amount of words.					
<b>ACCURACY:</b>	Using flawless spelling, punctuation, grammar, and mechanics. Also, fairly representing credible sources (citations) using course requirements.					
<b>WRITING ASSIGNMENT DESCRIPTION:</b>						
The SHARP Essay combines key lessons covered in DLC I, Lesson DLC 111, Foundations in Army Writing and the learner's understanding of the tenets of SHARP. It is imperative for all Soldiers to promote an ethical and safe climate in building unit cohesion. This essay focuses on the learners ability to write, communicating clear thought and ideas. This essay serves as an initial writing assignment and primer for Assessment 1009W Special – SHARP Essay (Commandant's Writing Award).						
<b>Facilitator's Comments:</b>						
<b>Facilitator's Signature:</b>						
<b>Student's Comments:</b>						
<b>Student's Signature:</b>						

Criteria	5 – Advanced	4 - Proficient	3 – Competent	2 – Developing	1 - Learning	0-Nonperformer
<b>Purpose:</b> “Bottom Line Up Front”	Author places the main point within the top 2% of the document and frontloads within sections, paragraphs, bullet points and lists <sup>1</sup>	Author places the main point within the top 5% of the document and usually within subordinate units	Author places the main point within the top 10% of the document and mostly frontloads within subordinate units	Author’s main point not revealed until drawing conclusions and/or does not frontload (strongest points appear behind written units or conclusion)	Author places the main point in the middle of the document (11-89%) and/or does not frontload within written units <sup>2</sup>	Author does not indicate the main point or it is too broad/vague to recognize; written units lack priority organization (neither most/least important or vice versa)
<b>Analysis:</b> Evidence and Arguments	Argument is issue-focused and analyzes data/primary sources (roughly 80% analysis and 20% summary/paraphrase) <sup>3</sup>	Argument is issue-focused and analyzes data/primary sources (roughly 70% analysis and 30% summary/paraphrase)	Argument is issue-focused and analyzes data/primary sources; (roughly 60% analysis and 40% summary/paraphrase)	Argument is issue-focused and analyzes fact/primary sources; paper is roughly 50% analysis, 50% summary/paraphrase	No argument -- paper relies on opinion or speculation instead of analysis (75%); summarizes secondary sources (10-25%)	No argument -- nearly 100% of the paper is either opinion/speculation or a summary/paraphrase of secondary sources
<b>Syntax:</b> Effective Sentence Constructions	Uses active voice primarily; passive voice used rarely and logically. <sup>4</sup> No visible patterns of sentence construction errors	Uses active voice primarily; passive voice used rarely and logically. One pattern (2-3 similar sentence construction errors) identified	Uses active voice primarily; passive voice used rarely and logically. Two patterns (2-3 similar sentence construction errors per pattern) identified	Uses active voice primarily; passive voice used where active more logical. Three patterns (2-3 similar sentence construction errors per pattern) identified	Uses mix of active and passive voice; loss of subject (doer of action) loses meaning. Three patterns (2-3 similar errors per pattern) identified	Paper fluctuates between passive and active voice throughout without apparent reason or control; Four or more patterns (2-3 similar errors per pattern) identified
<b>Concision:</b> The Most Information in the Least Space	All written units (words, sentences, bullet points or paragraphs <sup>5</sup> ) are lean <sup>6</sup>	One written unit exceeds the proscribed length	Two written units exceed the proscribed length	Three written units exceed the proscribed length	Four written units exceed the proscribed length	Five or more written units exceed the proscribed length
<b>Accuracy:</b> Reducing Reader Distractions				<b>Facilitator Discretion:</b> Serious errors in formatting or citation may result in an automatic 0 for accuracy. Consult assignment requirements and policies.		
	Uses standard written English with correct spelling, punctuation, grammar, mechanics, formatting, and citations without visible mistakes	Uses standard written English with no individual errors; One pattern (2-3 similar errors) identified <sup>7</sup>	Uses standard written English with few individual errors in any area. Two patterns (2-3 similar errors per pattern) identified	Deviates from standard written English, formatting, or citations occasionally; Three patterns (2-3 similar errors per pattern) identified	Show multiple, repetitive errors in using standard written English, formatting, or citations; Four patterns (2-3 similar errors per pattern) identified	Shows multiple, repetitive errors in using standard written English, formatting, or citations; Five or more patterns (2-3 similar errors per pattern) identified

Writing Standards – Assignment Scoring Sheet						
Required U.S. Army Standards and Techniques	5	4	3	2	1	0
	Advanced	Proficient	Competent	Developing	Learning	Nonperformer
<b>Purpose:</b> The specific reason explaining why the document, correspondence, or report is necessary.						
<b>Analysis:</b> Breaking down a situation, concept, or argument into its individual parts to examine how they relate to one another.						
<b>Syntax:</b> Clear sentence structure using all parts of speech, especially the use of active voice constructions instead of passive voice.						
<b>Concision:</b> The ability to infuse the greatest amount of information into the least amount of words.						
<b>Accuracy:</b> 1) Using flawless spelling, punctuation, grammar, and mechanics; 2) fairly representing credible sources using course <b>requirements</b> .						
If similarity reports indicate 50 percent or more, the facilitator will review the assessment for possible plagiarism.						
<b>Total:</b>						
<b>Average:</b>						
<b>Facilitator Feedback</b>						

**Calculation Note:**

Maximum points assessed 25 out of 25. 25 points indicates *Advanced* skill. This course is developmental in nature, requiring weight applied at the level of *Competent* performance.

The assessed score is multiplied by a value of 4.7 for a value that correlates to a 100 point scale.

If the learner earns 3 points in each area aligned with competence, (3 points x 5 areas assessed = 15) (15 points x 4.7 = 70.5) Values are rounded up to the next whole value. Learner requires 70% to achieve a passing assessment.

**Scoring:**

Points Assessed \_\_\_\_\_ x 5 = \_\_\_\_\_ total points

Total Points \_\_\_\_\_ x 4.7 = \_\_\_\_\_ score

Score rounded to the next whole number = final grade: \_\_\_\_\_