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|  | **Beginning** |  | **Developing** |  | **Advanced** |
| **Content** The sophistication, depth, and thoughtfulness of your engagement with and contribution to the scholarly conversation, your argument, your evidence, and/or your analysis | Involves an unspecified or confusing argument; lacks appropriate evidence  Ignores two or more key aspects of the rhetorical situation | Makes an overly general argument; has weak or contradictory evidence  Ignores at least one key aspect of the rhetorical situation, consequently compromising effectiveness | Lacks a unified argument; lacks significance (“so what?”); lacks sufficient analysis  Insufficiently or inappropriately attempts to respond to all aspects of the rhetorical situation | Offers a unified but common position with predictable evidence and analysis  Addresses the situation in a perfunctory or predictable way | Offers an inventive, unified, distinct position with precise and compelling evidence and analysis  Addresses the situation in a complete and sophisticated manner and provides unexpected insight |
| **Higher-Order Concerns**  Unity of structure and coherence on the argument-, paragraph-, and sentence-level; success of introductions and conclusions; inclusion of logical connections between key ideas; and response to the situation/assignment, purpose, audience, register, and context | Constituent parts of the product appear to be connected to one another; coherence has been disregarded | Uses insufficient unifying statements; uses few effective connections | Uses some effective unifying claims, but a few are unclear; makes connections weakly or inconsistently | States unifying claims with supporting points that relate clearly to the overall argument and employs an effective but mechanical scheme | Asserts and sustains a sophisticated claim that develops progressively and adapts typical organizational schemes for the context, achieving substantive coherence |
| **Lower-Order Concerns**  **Your handling of grammar, mechanics, citation, and formatting choices** | Involves a major pattern of errors | Involves some distracting errors | Meets expectations, with minor errors | Exceeds expectations  in a virtually flawless manner | Manipulates expectations in ways that advance the argument |
| **Conventions Your incorporation of features necessary for the assignment’s genre and mode. For a persuasive essay, that means characteristics like a thesis, evidence, they say/I say rhetorical patterns, formal scholarly tone, etc. For anything published digitally, that means hyperlinks, thoughtful font selection, purposeful organization, images, sound, video, etc. when helpful** | Lacks essential features necessary for the genre  Uses features that **hinder** the purpose or argument of the assignment  Neglects significant affordances, such as linking on the web | Omits some important features necessary for the genre  Uses features that **don’t support** the purpose or argument of the assignment  Involves distracting inconsistencies in features (e.g., type and headings) | Includes expected features that support the purpose or argument of the assignment  Involves minor omissions of affordances and/or includes affordances inconsistently | Supports the argument or purpose of the assignment with features that are generally suited to genre and content  Promotes engagement and supports the argument with features that efficiently use affordances | Persuades or achieves the purpose of the assignment with careful, seamless integration of features and content  Includes new or creative affordances or incorporates expected affordances in an innovative way |