

## Project 3: Composing Multi-modal Arguments

	0	1	2	3	4	5	6	7	8
<b>Analysis 25%</b>	Low Emerging	<ul style="list-style-type: none"> <li>•Assignment requirements not met</li> <li>•Thesis absent thesis or minimally presents an arguable claim</li> <li>•Little connection between thesis and claims presented in essay</li> <li>•Little effort to educate a non-engaged audience of critical readers about topic and problem</li> <li>•Call-to-action rhetoric fails to empower audience to enact local, state, or global change</li> </ul>	High Emerging	Low Developing	<ul style="list-style-type: none"> <li>•Assignment requirements partially met</li> <li>•Thesis partially presents an arguable claim</li> <li>•Partial connection between thesis and claims presented in essay</li> <li>•Inconsistent effort to educate a non-engaged audience of critical readers about topic and problem</li> <li>•Call-to-action rhetoric partially empowers audience to enact local, state, or global change</li> </ul>	High Developing	Low Mastering	<ul style="list-style-type: none"> <li>•Assignment requirements adequately met</li> <li>•Thesis presents an arguable claim</li> <li>•Adequate connection between thesis and claims presented in essay</li> <li>•Consistent effort to educate a non-engaged audience of critical readers about topic and problem</li> <li>•Call-to-action rhetoric adequately empowers audience to enact local, state, or global change</li> </ul>	High Mastering
<b>Evidence 25%</b>	Low Emerging	<p>Emerging:</p> <ul style="list-style-type: none"> <li>•Source research minimums not met</li> <li>Arguable claims minimally supported by appropriate and credible sources</li> <li>•Supporting details minimally relevant to persuasive argument</li> <li>•Does not engage audiences with alternative opinions on the topic or anticipate counterarguments</li> <li>•Does not reflect an understanding of intellectual property conventions or plagiarism</li> <li>•Quoting, summarizing, and paraphrasing are not clearly and consistently introduced, integrated, and analyzed to support arguments</li> </ul>	High Emerging	Low Developing	<p>Developing:</p> <ul style="list-style-type: none"> <li>•Source research minimums partially met</li> <li>•Arguable claims partially supported by appropriate and credible sources</li> <li>•Supporting details somewhat relevant to persuasive argument</li> <li>•Inconsistently engages audiences with alternative opinions on the topic or anticipate counterarguments</li> <li>•Inconsistently reflects an understanding of intellectual property conventions or plagiarism</li> <li>•Quoting, summarizing, and paraphrasing are inconsistently introduced, integrated, and/or analyzed to support arguments</li> </ul>	High Developing	Low Mastering	<p>Mastering:</p> <ul style="list-style-type: none"> <li>•Sources represent an array of formats appropriate/credible for scholarly research</li> <li>•Arguable claims supported by appropriate and credible sources</li> <li>•Supporting details relevant to persuasive argument</li> <li>•Consistently engages audiences with alternative opinions on the topic or anticipate counterarguments</li> <li>•Consistently reflects an understanding of intellectual property conventions and plagiarism</li> <li>•Quoting, summarizing, and paraphrasing are clearly and consistently introduced, integrated, and analyzed to support arguments</li> </ul>	High Mastering

<b>Organization 20%</b>	Low Emerging	Emerging: •Introduction minimally presents background information on topic and problem. Introduction does not clearly demonstrate a critical understanding of processes influencing the topic or problem •Topic sentences absent or minimally relevant to thesis and paragraph content •Transitions absent or infrequently used •Conclusion absent or irrelevant to thesis and arguable claims	High Emerging	Low Developing	Developing: •Introduction partially presents background information on topic and problem. Introduction does not clearly demonstrate a critical understanding of processes influencing the topic or problem •Topic sentences inconsistently relevant to thesis and paragraph content •Transitions inconsistently used • Conclusion somewhat relevant to thesis and arguable claims	High Developing	Low Mastering	Mastering: •Introduction adequately presents background information on topic and problem. Introduction does not clearly demonstrate a critical understanding of processes influencing the topic or problem •Topic sentences consistently relevant to thesis and paragraph content •Transitions consistently used •Conclusion relevant to thesis and arguable claims	High Mastering
<b>Format 15%</b>	Low Emerging	Emerging: •Little compliance with accepted documentation style (i.e., MLA, APA) for paper formatting, in-text citations, annotated bibliographies, and works cited •Citations reflect little effort to conform to accepted format conventions •Necessary in-text citations are absent •Minimal attention to document design (for example: line and paragraph spacing, font style, and size)	High Emerging	Low Developing	Developing: •Inconsistent compliance of accepted documentation style (i.e., MLA, APA) for paper formatting, in-text citations, annotated bibliographies, and works cited •Citations inconsistently maintain ethical and legal standards of the format guide •Necessary in-text citations are inconsistently present and/or inconsistently conform to accepted format conventions •Inconsistent attention to document design (for example: line and paragraph spacing, font style, and size)	High Developing	Low Mastering	Mastering: •Consistent compliance with accepted documentation style (i.e., MLA, APA) for paper formatting, in-text citations, annotated bibliographies, and works cited •Citations consistently and accurately maintain ethical and legal standards of the format guide •Necessary in-text citations are consistently present and consistently conform to MLA/APA format conventions •Consistent attention to document design (for example: line and paragraph spacing, font style, and size)	High Mastering
<b>Style 15%</b>	Low Emerging	Emerging: •Frequent diction, grammar and/or punctuation issues •Frequent shifts in point of view •Frequent problems demonstrating accurate usage of standard edited English •Language significantly interferes with the communication of ideas	High Emerging	Low Developing	Developing: •Some diction, grammar and/or punctuation errors •Inconsistent point of view •Inconsistently demonstrates accurate usage of standard edited English •Language does not interfere with communication of ideas	High Developing	Low Mastering	Mastering: •Appropriate diction, grammar, and punctuation •Consistent point of view. •Consistently polished and appropriate usage of standard edited English •Language consistently complements and facilitates communication of ideas	High Mastering