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Rhetorical Awareness	Student persuasively articulates a clear purpose and recognizes the expectations that an audience or readership might have for the product or performance within a particular context.	Articulates a clear purpose, and shows some recognition of the audience and context for the product or performance.	Articulates purpose somewhat clearly, but is unpersuasive and does not adequately take into account potential audiences or contexts for the product or performance.	Purpose is unclear and the student shows little recognition of audience or context.
Personal and Productive Engagement with Subject	Student not only follows the basic requirements for an assignment, but demonstrates a serious, thoughtful and studied engagement with the project or performance.	Follows basic requirements for the assignment. While some components of the project may be lacking, the work demonstrates progress in central learning objectives during the period of the course	Only nominally follows basic requirements for the assignment, and shows a passing engagement with the project.	Does not follow basic requirements for the assignment, and shows little or no engagement with the project.
Creativity and Originality	Student articulates original ideas, positioning them within a range of differing perspectives. Moves beyond mere description and summary to analysis and critique.	States ideas that are original, and may reference a few differing perspectives. Does more than describe and summarize, but analysis and critique may not be sufficient.	States ideas that are obvious or cliché, offering few differing perspectives, if any. Does little more than describe and summarize the ideas of others.	Restates obvious ideas from one or two sources, and fails to reference differing positions. Merely describes and summarizes the ideas of others.
Central Claim supported by Appropriate Evidence	Student marshals appropriate evidence to support claims in sophisticated ways. Critically evaluates evidence and counter evidence, clearly documenting sources according to expected conventions and acknowledging intellectual debts.	Marshals appropriate evidence competently. Evaluates some evidence and counter evidence, and documents sources according to expected conventions.	Supports some claims with evidence, but fails to sufficiently evaluate that evidence or present counter evidence. May only use the bare number of sources required by the assignment. Sources may be documented incompletely or unclearly.	Fails to support claims with appropriate evidence or evidence is unclear or not relevant. Student takes evidence at face value and does not properly document sources.
Organization and Logic	Student arranges material in a clear, persuasive way that an audience or readership can follow. Does not resort to logical fallacies and the connections between points are evident and strengthen the overall claims of the work.	Arranges material clearly so that an audience or readership can follow reasonably well. The connections between most points are clear, though there are occasional gaps in thinking.	Fails to arrange material in a way that audiences or readers will follow easily. Several connections between points are unclear and there are several gaps in thinking.	Material is poorly organized, and audiences or readers may have a very hard time following the student's ideas and arguments. Connections between ideas are unclear and there are numerous gaps in thinking.
Effective Understanding and Application of Conventions	Student has carefully and thoughtfully proofread his or her work according to appropriate stylistic conventions. There should be few or no mistakes in spelling, grammar, word choice, and punctuation.	Work generally proofread, but some conventions have not been followed. There are more than a few mistakes in spelling, grammar, word choice, or punctuation, but these mistakes don't obscure the student's ideas.	Work has not been well proofread, and several important stylistic conventions are not followed. There are several distracting mistakes in spelling, grammar, word choice, or punctuation that may obscure the student's ideas.	Work has been poorly proofread, and stylistic conventions are not followed in any way. There are many distracting mistakes in spelling, grammar, word choice, and punctuation that obscure the student's ideas.