

Communicate and argue effectively

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Audience and purpose (includes awareness of disciplinary expectations)	Demonstrates little or no attention to audience and purpose.	Demonstrates some awareness of audience and purpose and to the task(s) at hand.	Demonstrates adequate consideration of audience and purpose and a clear focus on the task(s) at hand.	Demonstrates a thoughtful understanding of audience and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
Sources and evidence	Fails to use sources or evidence in support of thesis.	Attempts to use credible, relevant sources to support ideas relevant to the discipline and genre of the writing, but is limited in recognizing the difference between facts, opinions, and value judgments.	Uses adequate credible sources or evidence to support ideas, and generally distinguishes between facts, opinions and value judgments.	Examines sources and evidence and selects relevant, appropriate, and credible sources or evidence, and clearly distinguishes between facts, opinions and value judgments.
Organization— eg a specific introduction and conclusion, sequenced material within the body, effective transitions	Lacks organizing structures.	Organizing structures are mostly present, but at times fail to provide coherence to the work.	Consistently and competently employs organizing structures to provide coherence to the work.	Skillfully and creatively uses organizing structures to enhance the power of the work.
Control of syntax and mechanics (written communication)	Writing seriously marred by error; writing interferes with writer's ability to communicate; citation and documentation not included or confusing.	Some distracting noise in spelling and punctuation or occasional grammar mistakes. Some fragments, awkward constructions etc.; cites sources but may not fully document.	Uses straightforward language that generally conveys meaning to readers; has a few errors; cites and documents sources.	Uses language that enhances meaning to readers; is error-free; follows conventions for citation and documentation.
Visual elements (written and oral presentation)	Use of visual elements or their absence impedes understanding of the content of the work.	While chosen visual elements are appropriate to the task, they are not integrated fully into the work.	Integrated, well-chosen visual elements support the purpose of the work.	Choice and presentation of visual elements provides strong support to purpose of the work or makes the material particularly interesting.
Oral delivery	Delivery techniques (i.e. posture, gesture, eye contact, and vocal expressiveness) detract from the effectiveness of the presentation and/or presenter may not appear knowledgeable about his or her subject. Language choices are unclear and minimally support presentation's effectiveness.	Delivery techniques (i.e. posture, gesture, eye contact, and vocal expressiveness) do not interfere with the effectiveness of the presentation but may not enhance it either; the speaker may appear tentative. Language choices are commonplace and partially support presentation's effectiveness.	Delivery techniques (i.e. posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable and the speaker appears credible. Language choices are thoughtful and generally support presentation's effectiveness.	Delivery techniques (i.e. posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and the speaker appears knowledgeable and in control. Language choices are imaginative, memorable and compelling and they enhance the presentation's effectiveness.