

	(4) Advanced (fully shows evidence of this)	(3) Proficient (mostly shows evidence of this)	(2) Emerging Proficiency (somewhat shows evidence of this)	(1) Novice (little evidence of this)	(0) No Evidence
A. The text effectively situates the reader and demonstrates that the writer is working from a research question/targeted line of inquiry of manageable scope					
B. Structural choices (i.e. units of text, moves between units of text, opening and closing moves, etc.) are rhetorically appropriate and facilitate cohesion throughout the text as connected to the purpose, audience, and genre					
C. Linguistic choices (i.e. register, syntax, word choice, etc.) facilitate cohesion throughout the text and reflect an awareness of purpose, audience, and genre.					
D. The text incorporates an appropriate range of sources in various ways to effectively contribute to a well-evidenced, purposeful text (i.e. support exigence, demonstrate knowledge of convo or missing info in convo, clarify importance of using or extending a key concept, support a point or claim, contend with an idea, etc.)					
E. Synthesis of ideas demonstrates understanding of the complex conversation surrounding an issue/line of inquiry.					
F. Rhetorical and linguistic moves are used to blend multiple sources and perspectives, including the writer's ideas, to serve a targeted line of inquiry (i.e. the writer aligns with, deepens, complicates, or extends ideas from sources through the use of meta-commentary, signal phrases, connectives, strategic citation integration, etc.)					