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| **Core Rubric Outcome (Level 3)** | **Genre** | **Assignment Rubric Outcome** |
| **Central message**  Central message is clear and consistent with the supporting material. | Argument | Thesis is clear and easy to identify; it makes a specific and arguable claim that guides the content of the argument throughout. |
| Profile | The described characteristics of the person/place/event are relevant and contribute to a cohesive overall impression |
| White Paper | The overall purpose is to inform decision-making. Selection of content shows detailed understanding of the needs and prior knowledge of the reader. |
| Instructions or Procedures | The overall purpose is to inform the completion of a task or tasks. Selection of content shows detailed understanding of the needs and prior knowledge of the reader. |
| Evaluation or Review | Early paragraphs establish criteria for evaluation, which are relevant throughout. |
| Proposal | Introduction clearly identifies a problem or need and suggests an action to be taken. |
|  | Blog Post | Makes a central point that is clearly situated within a broader conversation. |
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| **Organizational pattern**  Organizational pattern is clear and consistent. | Academic argument | Organizational pattern leads reader through a logical sequence of points that add up to support the central claim. Overall arc moves from general to specific. |
| Profile | Organizational pattern foregrounds aspects of the person/place/event that are interesting, surprising, or most relevant to the purpose of the profile. Overall arc moves from general to specific. |
| Evaluation or Review | Organizational pattern is structured according to criterion, or according to strengths and weaknesses. |
| White Paper | Organizational pattern demonstrates an understanding of the priority and level of detail necessary for each are of concern. Sections are most often structured using a combination of chronology, cause/effect, and comparison. |
| Instructions or Procedures | Organization is most frequently chronological. |
| Proposal | Organizational pattern establishes problem or need, proposes a solution, and provides a rationale for the solution. A longer and more detailed proposal may offer a variety of potential solutions and an evaluation of each. |
|  | Blog Post | Organizational pattern may integrate elements of profile, argument, or evaluation. Paragraphs are often short, and structure may include subheaders, images, or other visual cues to indicate a shift in idea. |
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| **Supporting material /evidence**  Selects sufficient and relevant supporting materials, but lacks in analysis, comparisons, or credible authorities. | Academic argument | Supports claims with facts, examples, data, quotations from sources, and logical relationships (deduction, induction, extension, analogy, classification, definition, comparison, etc). |
| Profile | Supports claims and statements with detailed description and observation, anecdotes, and quotations from the subject.. |
| Evaluation or Review | Supports claims by comparing the object of evaluation to a set of criteria, and describing similarities and differences in detail. |
| White Paper | Includes statements supported by detail more often than overt claims. May include a wide variety of supporting information, but typically relies on facts and data. May also include charts, graphs, maps, and other visual materials. |
| Instructions or Procedures | Steps or actions are described in sufficient detail. |
| Proposal | Supports claims with concrete evidence such as facts, data, comparison, and cause and effect claims. May use visual rhetoric such as charts and graphs. |
|  | Blog Post | Supports claims with a variety of types of evidence, but may foreground anecdote and observation in the body of the text, and rely on links to provide “drier” forms of evidence (facts and statistics). May use visual rhetoric such as images and infographics. |
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| **Context and audience (style)**  Demonstrates adequate  consideration of the  context and uses  thoughtful language given  the audience. | Academic argument | Demonstrates an understanding of what readers are likely to already know, and what they need to know. Positions argument within as a contribution to an existing conversation. Uses a high proportion of complex sentences and formal diction. Most often uses third person. |
| Profile | Demonstrates an understanding of what readers are likely to already know, and what they need to know. Most often uses concise sentences and concrete, descriptive language. May use first or third person. |
| Evaluation or Review | Demonstrates an understanding of what readers are likely to already know, and what they need to know. Most often uses concise sentences and plain language. May use first or third person. |
| White Paper | Demonstrates an understanding of factors relevant to making a decision and what readers are likely to already know, and what they need to know. Most often favors concise sentence structure and active voice. Most often uses third person. |
| Instructions or Procedures | Demonstrates an understanding of what readers are likely to already know, and what they need to know. Takes into consideration method of delivery and physical context of use. Uses short, simple sentences. May use direct address or second person. Gives significant attention to layout and design. |
| Proposal | Demonstrates an understanding of what readers are likely to already know, and what they need to know. Most often uses concise sentences and plain language. May use first, second, or third person, but often uses first. |
|  | Blog Post | Embeds links to sources and relevant contextual information. Uses informal and colorful language. May include images or symbols such as emoji or ASCII art. |
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| **Control of syntax and mechanics**  Uses syntax and mechanics  that generally conveys  meaning to readers with  clarity. The language has  few errors. | Academic argument | Uses Standard Edited American English with few errors. |
| Profile | Uses Standard Edited American English with few errors. |
| Evaluation or Review | Uses Standard Edited American English with few errors. |
| White Paper | Uses Standard Edited American English with few errors. |
| Instructions or Procedures | Uses Standard Edited American English with few errors. Sentences are short and simple. May include sentence fragments, particularly as items in a list. |
| Proposal | Uses Standard Edited American English with few errors. |
|  | Blog Post | Uses an informal register, may incorporate dialect-specific features and nonstandard formations for rhetorical effect. |
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