TITLE

INTRODUCTION

	Level 1	Level 2	Level 3	Level 4
Rationale/Motivation	no clear rationale or a weak rationale for the project	some rationale presented, begins to motivate the work	provides and discusses a suitable rationale	persuasive and creative rationale
Scope/Dealing with Complexity in Framing a Topic	frames complex questions as simple ones	invests question with some complexity, may over-simplify or over-extend	reasonable balance between focus and complexity	frames the topic with a full appreciation of its complexity while retaining appropriate focus
Scholarly Context	author does not demonstrate awareness of the scholarly literature, may over-rely on too few sources	author demonstrates a reasonable awareness of the literature	author demonstrates broad awareness and situates own work within the literature	author does these things and makes a contribution to the field, or identifies a new direction for investigation
Position/Prediction	does not take a clear or defensible position or prediction	states and/or critiques a position that may already be in the literature	thoroughly and effectively supports, tests, extends, or critiques a position that may already be in the literature	develops a clear and defensible position of his/her own
Argument	weak, invalid, or no argument, perhaps a simple assertion	some arguments valid and well supported, some not	main arguments valid, systematic, and well supported	arguments both well supported and genuinely compared to conflicting explanations

MATERIALS & METHODS

	Level 1	Level 2	Level 3	Level 4
Approach/Methodology/Context	not clear what was done or why, or an inappropriate method	approach is generally appropriate and properly executed	clearly described and justified, well-chosen and appropriate, and well-executed	creative and sophisticated methods

RESULTS

	Level 1	Level 2	Level 3	Level 4
Use of Data/Evidence	draws on little or no evidence, mostly relies on assertions or opinions, or evidence not clearly presented	some appropriate use of evidence but uneven; graphs and tables uneven	feasible evidence appropriately selected and presented; good graphs, tables	fully exploits the richness of the data/evidence/ideas, and is sufficiently persuasive; excellent graphs, tables with legends

DISCUSSION

	Level 1	Level 2	Level 3	Level 4
Argument	weak, invalid, or no argument, perhaps a simple assertion	some arguments valid and well supported, some not	main arguments valid, systematic, and well supported	arguments both well supported; alternate testable hypotheses explored
Insight, Seeing Patterns and Connections	treats related ideas or data as unrelated, or draws weak or simplistic connections	begins to establish connections and perceive implications of the material	brings together related data or ideas in productive ways, thoroughly discusses implications of material	develops insightful connections and patterns that require intellectual creativity

WRITING MECHANICS

	Level 1	Level 2	Level 3	Level 4
grammar and spelling, usage	significantly impairs readability	frequent or serious errors	some minor errors	virtually no errors
organization	needs significant reorganization	structure is of inconsistent quality, may have choppy transitions and/or redundancies or disconnections	structure supports the argument, clearly ordered sections fit together well	structure enhances the argument, strong sections and seamless flow
clarity, style, readability (as appropriate to genre and discipline)	gets in the way of reading for content	beginning to be comfortable with appropriate conventions, style is inconsistent or uneven	effective prose style, follows relevant scholarly conventions, emergence of voice	mastery of the genre, including elegant style, established voice

LITERATURE CITED

	Level 1	Level 2	Level 3	Level 4
				perfect