|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4: Exemplary | 3: Acceptable | 2: Developing | 1: Ineffective |
| Content Development |  Central message is clear and concise; illustrates mastery of the subject Language is appropriate and relevant to audience Demonstrates relevance and engagement with the topic that reveals a thorough understanding of context, audience and purpose |  Central message is somewhat clear and consistent; illustrates an adequate level of understanding of the subject Language is somewhat appropriate for audience Demonstrates engagement with the topic that reveals an adequate understanding of context, audience and purpose |  Central message is minimally clear or consistent; illustrates minimal understanding of the subject Language is marginally appropriate for audience Demonstrates some engagement with the topic with minor awareness of context, audience and purpose |  Central message is unclear and inconsistent; understanding of the subject is not evident Language is inappropriate for audience Demonstrates the lack of engagement with the topic and no awareness of context, audience and purpose |
| Organization |  Introduction and conclusion are present and establish the central message Examples are well developed, documented and support the purpose Main topics are linked with smooth transitions |  Introduction and conclusion are present though slightly developed and vaguely establish the central message Examples are somewhat developed and support the purpose Main topics are linked with transitions |  Introduction or conclusion is missing, not well developed and minimally establish the central message Examples are provided and minimally support the purpose Some main topics are linked with transitions |  Introduction and conclusion are missing or they do not establish the central message Examples are not developed or they do not support the purpose Main topics are not linked with transitions |
| Sources and Evidence |  Demonstrates consistent and ethical use of high quality sources Demonstrates skillful use of credible, scholarly and relevant sources Consistently establishes relevance of sources to the topic |  Demonstrates ethical use of sources Demonstrates use of credible and relevant sources Establishes some relevance of sources to the topic |  Demonstrates an attempt at ethical use of sources Demonstrates use of some credible and relevant sources Establishes vague relevance of sources to the topic |  Does not demonstrate ethical use of sources Does not demonstrate use of credible and relevant sources Does not establish relevance of sources to the topic |
| Professionalism |  If written: essay is typed, neat, and follows academic formatting  Flawless use of grammar and punctuation If media: presentation demonstrates appropriate use of graphics; adheres to professional design principles If oral: delivery is polished, interesting and clearly spoken, speaker appears professional and well prepared |  If written: essay is typed, somewhat neat, and shows some attempt to follow academic formatting  Adequate use of grammar and punctuation If media: presentation demonstrates some appropriate use of graphics; somewhat adheres to professional design principles If oral: delivery is mostly clear, speaker appears somewhat prepared |  If written: essay is typed, marginally neat, shows little attempt to follow academic formatting Patterns of error in grammar and punctuation are evident If media: presentation demonstrates minimal use of appropriate graphics; minimally adheres to professional design principles If oral: delivery is somewhat clear, speaker appears marginally prepared |  If written: essay is not typed or does not follow academic formatting Extensive errors in grammar and punctuation If media: presentation does not use appropriate graphics; does not follow professional design principles If oral: delivery is not clear, speaker does not appear to be prepared or professional |