	12　　11　　10	9　　8　　7	6　　5　　4	3　　2　　1	NC
Holistic →	*Student creates a **compelling**, **purposeful** and original argumentative text to examine and convey complex ideas, concepts, and information **insightfully** through the **effective** and **significant** selection, organization, and analysis of content; coherency is **strong**.* *There is a **sophisticated** use of language, tone, and stylistic features to convey knowledge of the text type.*	*Student creates a **relevant** and **logical** argumentative text to examine and convey ideas, concepts, and information through the **accurate** selection, organization, and analysis of content; coherency is **logical**.* *There is an **appropriate** use of language, tone, and stylistic features to convey knowledge of the text type.*	*Student creates a argumentative text to examine and convey **basic** ideas, concepts, and information through the selection, organization, and analysis of content; coherency is **adequate**.* *The use of language, tone, and stylistic features is **adequate** to convey knowledge of the text type.*	*Student creates a argumentative text that conveys **limited** ideas, concepts, and information; **insufficient** selection, organization, and analysis of content; **many inconsistencies** in coherency.* *The use of language, tone, and stylistic features reveals **many inconsistencies** that may impede meaning**.***	*Student's attempt to create a argumentative text has **yet to convey** basic ideas, concepts, and information.* *There is **limited** selection, organization, analysis of content, and coherency.* ***Multiple errors** with language, tone, and stylistic features **impede meaning**.*
Controlling Idea / Focus: The response focuses on a controlled topic to persuade a reader with relevant ideas, concepts, and information	The response focuses on a **compelling purposeful and original** controlling idea that persuades the reader with **sophisticated** supporting ideas, concepts, and information.	The response focuses on a **thought-provoking** and **logical** controlling idea that persuades the reader with **effective** supporting ideas, concepts, and information.	The response focuses on a **controlling** idea in an **attempt** to persuade the reader. Supporting ideas, concepts, and information are **mostly reasonable**.	The response has a **limited or unclear** focus with **limited** supporting ideas, concepts, information, and many inconsistencies.	The response has an **unidentifiable** controlling idea with **minimal** supporting ideas, concepts, and information.
Understanding of Power in Social Setting: The response interprets how power works in a	The response demonstrates an **accurate** and **compelling** reading of a social issue with respect power.	The review demonstrates an **effective** reading of a social issue with respect to power.	The review demonstrates a **plausible** reading of a social issue with respect to power.	The response demonstrates a **limited** reading of a social issue with respect to the power.	The response contains no connections to a social issue or any identifiable focus related to the

Development: The response organizes relevant facts, concrete details, quotations, and examples. Coherency aids in flow and development of ideas.	The response develops a **detailed** and **convincing** stance or claim, and supports it with **coherent**, **relevant** evidence in the form of examples or explanations. The final product shows a **strong** sense of coherency; **clear and effective** flow of ideas.	The response develops a **satisfactory** stance or claim, and supports it with **logical**, **relevant** evidence in the form of examples or explanations. The final product shows an **appropriate** sense of coherency; **logical** flow of ideas.	The response **establishes** a stance or claim, and **connects** the topic to supporting examples and/or facts. The final product shows a **basic** sense of coherency; **adequate** flow of ideas, with some lapses.	The response **attempts to take** a stance or make a claim, but supporting evidence is weak, disorganized, or non-existent. The final product shows **limited** coherency; **many inconsistencies** in flow of ideas.	Stance is unclear or non-existent. The text **has yet to** connect the topic to the examples and/or facts. Coherency is not yet seen in the final product.
Language and Style: Effective use of tone, register, style, and language to manage the complexity of the topic and to demonstrate an understanding of the film review text type	The response presents an **engaging** tone and uses **sophisticated and clear** language to manage the complexity of the topic and text type. The text conveys a **strong understanding** of audience and purpose.	The response presents an **appropriate** tone and uses **clear** language to manage the complexity of the topic and text type. The text conveys an **appropriate understanding** of audience and purpose.	The response presents an **appropriate** tone; language and style are **mostly appropriate** for the complexity of the topic and text type, despite some lapses. The text conveys **some understanding** of audience and purpose.	The **attempts to** use language and style and present a tone that connects to the topic and text type The text conveys **limited** awareness of audience and purpose.	The response **has yet to** convey an understanding of audience and purpose.
Conventions: Demonstration of standard English conventions of usage and mechanics along with discipline specific requirements (MLA or APA)	The response demonstrates a **well**-**developed** command of standard English conventions.	The response demonstrates a **satisfactory** command of standard English conventions.	Standard English conventions are **mostly** used, although errors or inconsistencies are apparent.	The response demonstrates **many inconsistencies** in its use of standard English conventions.	The response demonstrates **multiple inaccuracies** in standard English conventions.