

Genres Project Rubric

	Excellent: exceeds expectations (A to A-)	Good: occasionally exceeds expectations (B+ to B-)	Satisfactory: meets expectations (C+ to C-)	Unsatisfactory: below expectations (D to F)
Genre Rationale	Demonstrates sophisticated articulation and thorough understanding of use of rhetorical concepts and insightful discussion of how rhetorical strategies support purpose and audience awareness.	Effective articulation of use of rhetorical concepts and solid connections between rhetorical strategies, purpose, and audience made.	Some articulation of use of rhetorical concepts applied and some links between rhetorical strategies, purpose, and audience made.	Little to no articulation of use of rhetorical concepts and/or unclear links between rhetorical strategies, purpose, and audience made.
Rhetorical Knowledge and Awareness	Demonstrates sophisticated understanding and negotiation of genre, purpose, context, and audience; employs sophisticated use of rhetorical strategies and rhetorical appeals, including organizational structure, design choice, and/or data presentation.	Demonstrates solid and consistent understanding and negotiation of genre, purpose, context, and audience; employs appropriate rhetorical strategies and rhetorical appeals, including organizational structure, design choice, and/or data presentation.	Demonstrates adequate understanding and negotiation of genre, purpose, context, and audience; employs adequate rhetorical strategies and rhetorical appeals, including organizational structure, design choice, and/or data presentation.	Demonstrates limited to minimal understanding and negotiation of genre, purpose, context, and audience; employs limited to minimal rhetorical strategies and rhetorical appeals, including organizational structure, design choice, and/or data presentation.
Critical Thinking and Composing	Demonstrates sophisticated use of research and composing for inquiry, learning, critical thinking, and communicating. Demonstrates sophisticated knowledge of the subject and/or use of specialized concepts or theories as appropriate for audience and genre; provides sophisticated use of claims, evidence, and analysis as appropriate with respect to chosen audience and genre.	Demonstrates effective use of research and composing for inquiry, learning, critical thinking, and communicating. Demonstrates solid knowledge of the subject and/or use of specialized concepts or theories as appropriate for audience and genre; provides effective use of claims, evidence, and analysis as appropriate with respect to chosen audience and genre.	Demonstrates some use of research and composing for inquiry, learning, critical thinking, and communicating. Demonstrates some knowledge of the subject and/or use of specialized concepts or theories as appropriate for audience and genre; provides some use of claims, evidence, and analysis as appropriate with respect to chosen audience and genre.	Demonstrates little to no use of research and composing for inquiry, learning, critical thinking, and communicating. Demonstrates little to no knowledge of the subject and/or use of specialized concepts or theories as appropriate for audience and genre; provides little to no use of claims, evidence, and analysis as appropriate with respect to chosen audience and genre.
Writing Processes	Demonstrates sophisticated flexibility with composing and revision strategies to develop inquiry.	Demonstrates solid and consistent flexibility with revision and composing strategies to develop inquiry.	Demonstrates adequate flexibility with revision and composing strategies to develop inquiry.	Demonstrates limited to minimal flexibility with revision and composing strategies to develop inquiry.
Conventions	Sophisticated control of mechanics, documentation, style, format, medium, language, and tone; error free.	Solid and consistent control of mechanics, documentation, style, format, medium, language, and tone; minimal errors.	Adequate control of mechanics, documentation, style, format, medium, language, and tone; some errors but they do not interfere with readability.	Limited and/or lacking control of mechanics, style, format, medium, language, and tone; too many errors that interfere with readability.