

integrate, and document sources).

This rubric is designed to assess a final draft that uses primary and/or secondary resources; the expectation is that the final draft has been revised and edited based on productive feedback.

The rubric was revised to be rhetorical

	awareness.	Appropriate evidence of rhetorical awareness.	Some evidence of rhetorical awareness.	Little to no evidence of rhetorical awareness.
Uses evidence-based reasoning, explanations, and conclusions to develop the writer's central idea (e.g. purpose-driven paragraphs, skillfully synthesized perspectives, acknowledgement of counter arguments, and/or discussion of limitations).	Skillful articulation and development supporting ideas.	General articulation and development supporting ideas.	Partially articulation and/or uneven development supporting ideas.	Little to no articulation and/or development of supporting ideas.
Ideas are ordered and connected in order to communicate a coherent train of thought.	Sophisticated organization.	Clear organization.	Some organization	Little and/or ineffective organization.
Integration (e.g. signal phrases and/or attributive tags to introduce sources,	Skillful integration and documentation of sources	General integration and documentation of sources	Inconsistent integration and/or documentation	Little to no integration and/or documentation

synthesis of multiple sources) and documentation of sources (e.g. in-text citations, footnotes, endnotes, and/or bibliography) in service of the task. Source selection suggests students' ability to search for and evaluate information.