

Scoring Level/Criteria	Competent (3)	Developing (2)	Beginning (1)
<p>1. Can identify issues/problems/tasks and major positions, findings, recommendations</p>	<p>Student demonstrates a clear grasp of the issue, problem or task under consideration and clearly articulates authors' major positions, findings, or recommendations.</p>	<p>Student demonstrates partial understanding the issue, problem or task under consideration and limited grasp of authors' major positions, findings, or recommendations.</p>	<p>Student misidentifies or misrepresents the issue, problem or task under consideration and authors' major positions, findings, or recommendations.</p>
<p>2. Can identify broader conditions (historical, political, cultural, environmental, etc.) that influence and complicate the issue/problem/task. Effectively considers the impact of these conditions on the discussion.</p>	<p>Student demonstrates awareness of broader conditions that influence and complicate the issue/problem/task and effectively considers the impact of these conditions on the discussion.</p>	<p>Student demonstrates some awareness of conditions that influence and complicate the issue/problem/task, but may not adequately consider their impact.</p>	<p>Student pays little or no attention to conditions that influence and complicate the issue/problem/task.</p>
<p>3. Can identify and/or use evidence that is relevant and reliable, and evaluates and interprets evidence appropriately for the task.</p>	<p>Student draws relevant evidence from reliable sources appropriate to the task and effectively evaluates and interprets this evidence. If analyzing a text, student is able to identify both effective uses of evidence and instances of ambiguous, vague, incomplete, irrelevant evidence or questionable sources in the author's argument.</p>	<p>Evidence marshaled in arguments is sometimes incomplete, lacks relevance and or/is accepted uncritically. If analyzing a text, student may show some difficulty in evaluating evidence used in the author's argument.</p>	<p>Student's work displays serious deficiencies in providing adequate evidence and/or minimizing irrelevancy. If analyzing a text with these problems, student fails to note them.</p>
<p>4. Can avoid/detect weak or invalid arguments, including fallacies in reasoning</p>	<p>Student's arguments are valid or strong, and not subject to fallacies. If analyzing a text that falls short on these standards, student seems aware of the problems.</p>	<p>Student's arguments are reasonable and logical fallacies infrequent and minor. If analyzing a text, student shows some awareness of these problems, if they exist.</p>	<p>Student uses fallacious arguments, or, if analyzing a text that contains them, seems unaware of that fact.</p>
<p>5. Can draw logical and nuanced conclusions</p>	<p>Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. Specific position/perspective/thesis is imaginative, taking into account the complexities of an issue. Limits of position are acknowledged. Others' points of view are synthesized within position.</p>	<p>Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified. Specific position/perspective/thesis acknowledges different sides of an issue.</p>	<p>Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified. Specific position/perspective/thesis is stated, but is simplistic and/or obvious.</p>