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| **Performance Category** | **Less than Adequate(1)** | **Satisfactory(2)** | **Competent(3)** | **Superior(4)** |
| *Statement of issue or problem* | Issue/problem to be considered critically is  stated without clarification or description. | Issue/problem to be considered critically is  stated but description leaves some terms undefined, ambiguities unexplored, or  boundaries undetermined. | Issue/problem to be considered critically is stated, described and clarified. | Issue/problem to be considered critically is stated clearly and described  comprehensively, delivering all relevant  information for a full understanding. |
| *Evidence* | Information is taken from source(s) without  any interpretation or evaluation. | Information is taken from source(s) with  some interpretation or evaluation, but not  enough to develop a coherent analysis or synthesis. | Information is taken from source(s) with enough interpretation or evaluation to develop  a coherent analysis or synthesis. | Information is taken from source(s) with  enough interpretation or evaluation to  develop a comprehensive analysis or  synthesis. |
| *Student’s position or perspective* | Specific position or perspective is stated, but is simplistic and obvious. | Specific position or perspective acknowledges different sides of an issue. | Specific position or perspective takes into account the  complexities of an issue and acknowledges others' points of view. | Specific position or perspective takes into account the complexities of an issue,  the limits of their position or perspective are acknowledged, and others' points of view are acknowledged. |
| *Controlling Argument Structure* | Conclusion is inconsistently tied to some information discussed; implications are oversimplified. | Conclusion is tied to some information; some related implications are identified. | Conclusion and implications are identified clearly and logically tied to a range of information, including opposing viewpoints. | Conclusions and implications are logically tied to a range of information, reflect student’s informed evaluation  and ability to place evidence and  perspectives discussed in priority order. |