

# Argument

- Advance cogent and ethical arguments in a variety of genres with rigor and critical inquiry.

The student demonstrates the ability to:

	<b>Focus</b>	<b>Evidence</b>	<b>Organization</b>
<b>Beginning</b>	provides a recognizable (articulated, stated) main idea.	includes some appropriate evidence to support part of the thesis/main idea (e.g. primary and/or secondary sources, original data, and/or visual materials); evidence does not rely primarily or exclusively on personal opinion or belief.	includes a discernible structure and a relationship between components of main idea and evidence.
<b>Developing</b>	thesis/main idea components are mostly clearly articulated; situates the main idea in relation to a larger context and to other arguments, especially arguments that are similar to their own.	includes appropriate evidence that supports most of the thesis/main idea; support comes from a variety of sources; in most cases, support is directly aligned with the argument; support provided is reasonably developed and explored.	provides a definitive structure that mostly facilitates use of evidence to support components of argument (i.e., the order of information and connections between paragraphs, sections, and/or ideas make sense given the main idea)
<b>Advanced</b>	presents a fully developed and articulated main idea; main idea is articulated in the context of or in relation to other	includes appropriate evidence that supports all components of thesis/main idea; support includes methodological	structure fully/completely facilitates use of evidence to support components of argument in a logical and clear manner.

	views and critiques; may advance theory with original / independent arguments.	and/or theoretical perspectives or some other specific connection to the larger context in which the argument is being made; support provided is thoroughly developed and explored	
<b>No Evidence</b>			

0: No evidence

0.1: Because the assignment did not clearly ask for a demonstration.

0.2: Because the student did not engage this aspect, although asked to.