

Scoring Level/Criteria	Competent (3)	Developing (2)	Poor (1)
Overall Reasoning	Student has the ability to avoid (or to detect in a text) ambiguity, vagueness, or other confusions and weak or invalid arguments, including fallacies, irrelevancies, questionable assumptions, empty rhetoric, missing information, and doubtful sourcing,	Student has mixed success in avoiding or detecting ambiguity, vagueness, or other confusions and weak or invalid arguments, including fallacies, irrelevancies, questionable assumptions, empty rhetoric, missing information, and doubtful sourcing.	Student is unaware of ambiguity, vagueness, or other confusions, or weak or invalid arguments, including fallacies, irrelevancies, questionable assumptions, empty rhetoric, missing information, and doubtful sourcing.
SLO 5. Can avoid or detect ambiguity, vagueness, missing information, questionable sources, irrelevancies or other confusions.	Student's main points and arguments are clear and unconfusing. Information marshalled in arguments is complete, relevant and takes into account reliability of source. If analyzing a text, student is able to identify both positive examples of clear and complete argumentation and instances of ambiguous, vague, incomplete, or irrelevant information or the use of questionable sources in the author's argument.	Student shows some deficiencies in terms of clear articulation of main points and argumentation. Information marshalled in arguments shows instances where it is incomplete, lacks relevance and or accepts sources uncritically. If analyzing a text, student shows difficulty in identifying examples of clear and complete argumentation or use of ambiguous, vague, incomplete, or irrelevant information or questionable sources in the author's argument.	Student's reasoning displays serious deficiencies in terms of clear articulation of main points and argumentation, providing adquate information, minimizing irrelevancy, or sourcing. If analyzing a text with these problems, student fails to note them.
SLO 6. Can avoid/detect weak or invalid arguments, including fallacies in reasoning.	Student's arguments are valid or strong, and not subject to fallacies. If analyzing a text that falls short on these desiderata, student seems aware of the problems.	Student's arguments are not unreasonable, and logical fallacies infrequent and minor. If analyzing a text, student does not seem unaware of these problems, if they exist.	Student uses fallacious arguments, or, if analyzing a text that contains them, seems unaware of that fact.

SLO 7. Can avoid or detect rhetoric used in place of evidence.

Student may employ rhetoric, but will not do so in place of evidence. If analyzing a text, student shows no indication of mistaking rhetoric for evidence or proof.

Student may employ rhetoric, but will offer at least some evidence or argument to support claims. If analyzing a text, student shows only a slight tendency to mistake rhetoric for evidence or proof.

Student seems unaware of the difference between rhetoric and evidence/proof, in either his/her own thinking, or in the work of others.