	Proficient	Competent	Developing
Author creates a clear narrative and connection between pages and ideas.	Ideas and analyses are strongly and frequently linked	Ideas and analyses are loosely and infrequently linked	Ideas and analyses are rarely linked
Author explains the significance (and relevance) of the identified problem to the university community.	The problem is clearly stated and strongly linked to the university. Explanation includes evidence.	The problem is partially explained, but not strongly linked to the university. Explanation occasionally uses evidence.	The problem is neither clearly stated, nor linked to the university. Evidence is rarely present.
Author presents three solutions and argues that one is more effective than the others.	Three solutions are presented and clearly explained. Reasons are logically and clearly presented as one solution is chosen as the most viable one.	Three (or less) solutions are presented and mostly explained. Reasons are somewhat logically presented to identify which solution is the most viable. Argument may not be clear, though.	Less than three solutions are presented, but not clearly explained or considered. Reasons are rarely present and logic is confusing and hard to follow. Argument is not present.
Author alternates between general statements and examples (reasons and evidence)	Reasons are always or often supported by evidence. Evidence is critically interpreted and systematically integrated into the prose.	Reasons are sometimes supported by evidence. Evidence is occasionally used, but often not interpreted or employed into the prose.	Reasons are rarely or never supported by evidence. Evidence rarely or never used. If present, evidence is not interpreted or engaged with.
Chapter contains and develops the three required sections: History of the Problem, Current State of the Problem, and Solutions (past, present, and future)	Chapter contains all of these sections. These sections are thoroughly developed and effectively linked to the problem.	Chapter contains most of these sections. These sections are sporadically developed and explained, but not clearly linked to the problem.	Chapter contains none of these sections or these sections are not clearly marked. These sections are rarely developed and explained and not linked to the problem.
Meets metrics	Meets all of the metrics and all of them work.	Meets half of the metrics and most of them work.	Meets less than half of the metrics and many of them do not work.
Multimodal elements enhance the author's written content	Multimodal elements are often used and interpreted like traditional sources and are not just decoration. These elements contribute to the immediate claim or reason and are effectively integrated into the prose.	Multimodal elements are sometimes used and interpreted like traditional sources and are occasionally just decoration. These elements often contribute to the immediate claim or reason and are often effectively integrated into the prose.	Multimodal elements are rarely or never used and interpreted like traditional sources and are almost always just decoration. These elements rarely contribute to the immediate claim or reason and are almost never integrated into the prose.
Multimodal elements create unexpected and diverse ways of seeing author's problem, its potential solutions, and possible causes	Multimodal elements frequently create alternative ways to view or understand the problem and its solutions. Possible causes are proposed and supported.	Multimodal elements sometimes create alternative ways to view or understand the problem and its solutions. Possible causes are sometimes proposed and supported.	Multimodal elements rarely create alternative ways to view or understand the problem and its solutions. Possible causes are rarely proposed and supported.