

The ReVise Project				
	Excellent ("A level work")	Very Good ("B level work")	Good ("C level work")	Needs improvement ("D level work")
Persuasive Argument (Visual Rhetoric & Style)	<p>The video presents an argument demonstrating that the student has moved from analyzing, defining, and consuming texts to producing a persuasive text of their own. The student establishes their credibility and authorial presence through their narration, word choice, and ethical choices. The video uses the student's digital skills to develop their visually and aurally persuasive argument.</p>	<p>The video presents an argument demonstrating that the student has moved from analyzing, defining, and consuming texts to producing a persuasive text of their own. The student establishes their credibility and authorial presence through their narration, word choice, and ethical choices, though that credibility or tone may falter once or twice. The video uses the student's digital skills to develop their visually and aurally persuasive argument, although one or two aspects of the video's design may not fully support the argument.</p>	<p>The video contains an argument, but that argument is not fully persuasive. The student may overly rely on analyzing, defining, and/or consuming other texts, and the video does not fully foreground their own argument, or the argument may not be clear. The student's credibility and authorial presence is occasionally undermined by their narration, word choice, and ethical choices. The video employs some digital skills, but only some of the video's visual and aural components are persuasive, and some may undermine the argument.</p>	<p>The video lacks an argument and fails to demonstrate the student's practice with digital technologies. The student fails to establish their credibility and authorial voice. The video's visual or aural components are not persuasive or relevant to an argument.</p>
Revision	<p>The video radically revises the student's sharpest insight from the course. The video persuasively revises, reworks, and remixes texts we have analyzed in this course and texts the student has written into a new argumentative format.</p>	<p>The video revises the student's sharpest insight from the course. The video revises, reworks, and remixes texts we have analyzed in this course and texts the student has written into a new argumentative format. However, the revision does not fully transform these other texts or the student's work from earlier in the course.</p>	<p>The video builds on the student's sharpest insight from the course. The video partially revises, reworks, and remixes texts we have analyzed in this course and texts the student has written into a new argumentative format, but the revision does not fully transform these texts.</p>	<p>The video fails to build on the student's sharpest insight from the course. The video fails to revise, rework, and remix texts we have analyzed in this course and texts the student has written into a new argumentative format.</p>

<p>Audience</p>	<p>The student uses the video's real audience to understand the concept of audience and effectively targets its argument to that audience. The student generates interest and engagement with their audience on day of presentation, answering any questions or comments in the brief Q&A following each video. The student participates as a valued audience member for other ReVise projects by asking questions and commenting on the presentations.</p>	<p>The student uses the video's real audience to understand the concept of audience, though moments in the argument may not be clearly targeted to that audience. The student generates some interest and engagement with their audience on day of presentation, answering questions or comments in the brief Q&A following each video. The student participates as an engaged audience member for other ReVise projects by asking questions and commenting on the presentations.</p>	<p>The student uses the video's real audience to understand the concept of audience, though substantial parts of the argument may not be clearly targeted to that audience. The student generates some interest and engagement with their audience on day of presentation, though they may hesitate to answer questions or comments in the brief Q&A following each video. The student does not demonstrate that they are a fully engaged audience member for other ReVise projects, perhaps only giving perfunctory responses to their classmates.</p>	<p>The student fails to use the video's real audience to understand the concept of audience. The student generates little to no interest and engagement with their audience on day of presentation, and they fail to answer questions or comments in the brief Q&A following each video. The student is disengaged during other ReVise projects and does not respond with comments or questions.</p>
<p>Source Integration</p>	<p>The video incorporates appropriate sources (video, text, image, and audio sources), which best fit the needs of the project, which are cited in the submitted script in-text and in a Works Cited page using MLA formatting.</p>	<p>The video incorporates appropriate sources (video, text, image, and audio sources). The video may lack sources or overly rely on other sources at the expense of its argument, but overall, the sources support the argument. Sources are cited in the submitted script in-text and in a Works Cited page using MLA formatting.</p>	<p>The video incorporates sources (video, text, image, and audio sources), but it lacks sources or overly relies on other sources at the expense of its argument. Sources are cited in the submitted script in-text and in a Works Cited page using MLA formatting.</p>	<p>The video fails to incorporate sources, or the sources do not support the project. MLA Works Cited is missing from the submitted script.</p>