Integrative Core Curriculum
Assessment Plan

Overview
John Carroll University's Integrative Core Curriculum is designed to help students meet the nine Academic Learning Goals established and adopted by the faculty.

John Carroll University graduates will be able to
- Demonstrate an integrative knowledge of human and natural worlds,
- Develop habits of critical analysis and aesthetic appreciation,
- Apply creative and innovative thinking,
- Communicate skillfully in multiple forms of expression,
- Act competently in a global and diverse world,
- Understand and promote social justice,
- Apply a framework for examining ethical dilemmas,
- Employ leadership and collaborative skills, and
- Understand the religious dimensions of human experience.

Accordingly, each category of Core courses has been assigned certain objectives of these goals, so, when faculty members propose to teach a core course, they are asked to identify the assignments that might be used to assess student learning that addresses the selected learning goals for the category.

Each time a course is taught, instructors will submit student learning data and artifacts of student work, representing at least one assignment per learning goal, with the possibility of one assignment being used for multiple goals. The subcommittees/departments will independently evaluate a sample of student work from across multiple courses on a designated goal or set of goals. The instructor data, subcommittee/department data, and feedback from instructors will be reviewed by the subcommittee annually at an open, public meeting to make recommendations for changes to improve student learning and/or the assessment process. These recommendations will be then considered by the Core Committee as a whole at an open, public meeting. The Core Committee's Annual Assessment Report, documenting this meeting, will then be reviewed by the Institutional Assessment Committee.

This assessment process was designed to include a feedback loop where the various stakeholders use the data they've collected about student learning to make changes in the process and in the core itself. The process is faculty-centered with a high level of faculty involvement and multiple opportunities for communication and feedback and involves reporting at multiple steps of the process.

Details

Instructor Assessment Work
When the time comes to actually implement the course, faculty members will be asked to select at least one assignment that addresses each learning goal (with the possibility that one assignment may address multiple goals). As part of (or parallel to) grading those assignments, the faculty member will complete a rubric approved by the Core Committee and provide the scores as well as some record of the student's actual work to the Core Committee. The Committee and the Director of Assessment strongly recommend the use of Canvas, the institution's learning management system, to complete this process.

At the end of the semester, faculty teaching in each category will also be asked to provide feedback for the Core Committee. The assessment process will be included in the topics queried.

Sub-Committee Assessment Work
Each semester, each sub-committee will invite those who have taught courses in that category to join them in their assessment work. Sub-committees (and any additional instructors) will then norm the rubric: using a small sample of student work from across courses, they will each score all of the assignments on the rubric. They will then meet to discuss their scores and resolve any differences, so that everyone is giving the same work a similar score. The sub-committees will then distribute a larger sample of assignments so that each assignment is scored by two evaluators. Any work on which the two evaluators disagree by more than a single rating category will be scored by a third evaluator.

Sub-Committee Assessment Meetings
During a designated half-day during the week between exams and commencement, the sub-committees will hold an assessment meeting that is open to instructors who have taught in the category as well as other interested parties to examine aggregated data from the instructors' and the sub-committees' assessment work and the feedback in order to make recommendations for improvements to the process and to the curriculum itself (learning goals, recommended pedagogy, faculty development, policies, etc.).

Core Committee Assessment Meeting
During a subsequent designated half-day during the same week, the entire Core Committee will hold an open meeting to review the work of the sub-committees and accept, modify, or reject the sub-committee recommendations. A record of this meeting will serve as the Annual Assessment Report for the Integrated Core, which will be available for faculty review and comment.

Institutional Assessment Committee Review
Early in the subsequent fall semester, the Institutional Assessment Committee will review all Annual Assessment Reports, providing feedback and suggestions to their originators.

Core Committee Actions
Once the Institutional Assessment Committee has provided feedback to the Core Committee, the Core Committee can then begin to act on the Annual Report and subsequent faculty input to potentially make changes to assessment processes and/or elements of the curriculum.

Basic Timeline

	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Sub-Committee Work	Assesses student work from Sp 16 courses	Assesses student work from Fa 16 courses	Assesses student work from Sp 17 courses	Assesses student work from Fa 17 courses
Sub-Committee Meeting	NA	Looks at data from Sp 16 and Fa 16 courses	NA	Looks at data from Sp 17 and Fa 17 courses
Core Committee Meeting				
Assessment Committee	Look at report from Sp 16	NA	Look at report from Sp 17	NA

Review Cycle for Learning Goals Assessment in the Core

Instructors will provide data for all learning goals in every course every semester. The Sub-Committee and full Committee will focus their attention on particular courses or particular goals following a repeating four-year calendar. The area of emphasis in year four will be selected by each sub-committee. They choose to ask focused questions of data, based on particular issues that have emerged during the previous three years. They may also choose to make cohort comparisons or examine the data for growth over time.

Date of Core Meeting	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Data Examined	*Fall 2015 courses*	*Spring 2016 and Fall 2016 courses*	*Spring 2017 and Fall 2017 courses*	*Spring 2018 and Fall 2018 courses*
Written	EN125/HP101	Integrated Courses	Advanced/Major	
Info. Lit.				
Oral	Informative and Argumentative	Persuasive/Use of Technology	Advanced/Major	
QA	Precise questions, draw inferences, represent data	Think critically, sources of error	ENW	
EHE	Integration	Writing	Aesthetics	
ENW	Integration	Writing	QA/Critical/Problem	Focused Questions, Cohort Comparisons, or Growth over Time
EGC	Integration	Writing	Global	
Languages	Listening/Reading	Speaking/Writing	Culture	
ISJ	Integration/Critical	Global/Diverse	Social Justice	
Philosophy	Courses Set A	Courses Set B	Courses Set C	
TRS				
CAPA	Creative/Innovative	Critical/Aesthetic	Communicate	

Foundational Competencies: Written Expression

	Level 3	Level 2	Level 1
Articulate an Argument: Selection and Development of Topic	The writer locates and develops a manageable topic given audience, purpose, and length requirements and effectively situates the topic in the context of the field.	The writer locates and develops a manageable topic given audience, purpose, and length requirements and begins to properly situate the topic in relation to a larger context.	The writer selects and develops an appropriately complex topic, given audience, purpose, and length requirements.
Articulate an Argument: Context of and Purpose for Writing	The writer thoroughly develops and supports an argument appropriate to context, audience, and purpose	The writer develops and supports an argument appropriate to context, audience, and purpose.	The writer attempts to develop and support an argument appropriate to context, audience, and purpose.
Source Integration	The writer locates, engages with, and thoroughly integrates credible and reliable sources.	The writer locates, engages with, and integrates credible and relevant sources.	The writer locates, engages with, and integrates evidence into his/her own argument.
Document Ethically: Plagiarism and Citation	The writer avoids plagiarism and documents sources consistently, also demonstrating concern for ethical representation of other scholars' work.	The writer avoids plagiarism and documents sources consistently using a citation style with few formatting errors.	The writer avoids plagiarism, and all important citation information is present, though documentation may contain formatting errors.
Control Surface Features: Syntax and Mechanics	The writer uses language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	The writer uses straightforward language that conveys meaning to readers with clarity, with few errors.	The writer uses language that generally conveys meaning to readers with clarity, though writing may include some errors.

Evaluators are encouraged to assign a score of "Below Level 1" to any work sample or collection of work that does not meet the description under "Level 1".
A score of Level 1 is the target performance level in Foundational courses.

Foundational Competencies: Oral Expression

Informative Rubric

For each of the criteria, determine whether the performance was *excellent*, *satisfactory*, or *unsatisfactory*.

Topic & Thesis	
Salience & Sincerity	Clearly reveals topic's importance and best interest of audience
Limited Effectively	Arguments limited in meaningful way
Clarity of Purpose	Speech's purpose is clear to audience at appropriate time
Demonstrates Knowledge	Shows detailed knowledge of topic

Support	
Appropriate Quantity	Uses required number of sources in the speech
Appropriate Quality	Sources are qualified, recent, unbiased and relevant; used appropriately
Appropriate Documentation	Cited correctly within speech and/or VA; boosts speaker's credibility

Organization	
Effective Introduction	Captures attention, previews points, focuses speech
Effective Conclusion	Summarizes points, signals end, leaves strong impression
Effective Focus of Ideas	Focuses on a few "best reasons", not tangential ideas
Effective Development of Ideas	Provides clear claims, quality support, with reasons appropriate to audience

Delivery	
Vocal Variety	Changes in pitch, volume and rate keep speech interesting
Conversational Style	Speaker talks with audience, not at them
Facial Expressions & Eye Contact	Consistent with content; adds to speech; maintains eye contact; scans
Physical Delivery	Movement/gestures are meaningful; add interest to speech; don't distract

Language	
Accurate	Uses terms which clearly and accurately explains concepts
Effective	Uses terms which foster understanding of concepts
Appropriate	Uses audience appropriate language; not offensive or awkward

Visual Aids	
Effective Visuals	Conveys relevant information or illustrates concepts

Aesthetic Visuals	Well designed, easy to follow, aesthetically pleasing
Effective Use of Visuals	Highlights key elements, achieves desired response
Enhances Credibility	VA demonstrates speaker's knowledge, appropriateness and/or sincerity

Q & A

Accurate	Demonstrates content knowledge
Confident	Articulate & responsive answers
Appropriate	Tone is consistent with s of audience/occasion
Professionalism	Speaker maintains poise, control, eye contact

Argumentative Rubric

For each of the criteria, determine whether the performance was *excellent*, *satisfactory*, or *unsatisfactory*.

Topic & Thesis

Salience & Sincerity	Clearly reveals topic's importance and best interest of audience
Limited Effectively	Arguments limited in meaningful way
Clarity of Purpose	Speech's purpose is clear to audience at appropriate time
Demonstrates Knowledge	Shows detailed knowledge of topic

Support

Appropriate Quantity	Uses required number of sources in the speech
Appropriate Quality	Sources are qualified, recent, unbiased and relevant; used appropriately
Appropriate Documentation	Cited correctly within speech and/or VA; boosts speaker's credibility

Organization

Effective Introduction	Captures attention, previews points, focuses speech
Effective Conclusion	Summarizes points, signals end, leaves strong impression
Effective Focus of Ideas	Focuses on a few "best reasons", not tangential ideas
Effective Development of Ideas	Provides clear claims, quality support, with reasons appropriate to audience

Delivery

| Vocal Variety | Changes in pitch, volume and rate keep speech interesting |
| Conversational Style | Speaker talks with audience, not at them |

Facial Expressions & Eye Contact	Consistent with content; adds to speech; maintains eye contact; scans
Physical Delivery	Movement/gestures are meaningful; add interest to speech; don't distract

Language

Accurate	Uses terms which clearly and accurately explains concepts
Effective	Uses terms which foster understanding of concepts
Appropriate	Uses audience appropriate language; not offensive or awkward

Technology

Connects Efficiently	Connects quickly and without problems
Uses Effectively	Stays on camera, uses "space" well
Records Accurately	Speech is recorded to correct file with appropriate label

Persuasive Rubric

For each of the criteria, determine whether the performance was _excellent_, _satisfactory_, or _unsatisfactory_.

Topic & Thesis

Salience & Sincerity	Clearly reveals topic's importance and best interest of audience
Limited Effectively	Arguments limited in meaningful way
Clarity of Purpose	Speech's purpose is clear to audience at appropriate time
Demonstrates Knowledge	Shows detailed knowledge of topic

Support

Appropriate Quantity	Uses required number of sources in the speech
Appropriate Quality	Sources are qualified, recent, unbiased and relevant; used appropriately
Appropriate Documentation	Cited correctly within speech and/or VA; boosts speaker's credibility

Organization

Effective Introduction	Captures attention, previews points, focuses speech
Effective Conclusion	Summarizes points, signals end, leaves strong impression
Effective Focus of Ideas	Focuses on a few "best reasons", not tangential ideas
Effective Development of Ideas	Provides clear claims, quality support, with reasons appropriate to audience

Technology

Connects Efficiently	Connects quickly and without problems
Uses Effectively	Navigates own device fluidly for VAs
Records Accurately	Speech is recorded to correct file with appropriate label

Delivery

Vocal Variety	Changes in pitch, volume and rate keep speech interesting
Conversational Style	Speaker talks with audience, not at them
Facial Expressions & Eye Contact	Consistent with content; adds to speech; maintains eye contact; scans
Physical Delivery	Movement/gestures are meaningful; add interest to speech; don't distract

Language

Accurate	Uses terms which clearly and accurately explains concepts
Effective	Uses terms which foster understanding of concepts
Appropriate	Uses audience appropriate language; not offensive or awkward

Visual Aids

Effective Visuals	Conveys relevant information or illustrates concepts
Aesthetic Visuals	Well designed, easy to follow, aesthetically pleasing
Effective Use of Visuals	Highlights key elements, achieves desired response
Enhances Credibility	VA demonstrates speaker's knowledge, appropriateness and/or sincerity

Q & A

Accurate	Demonstrates content knowledge
Confident	Articulate & responsive answers
Appropriate	Tone is consistent with s of audience/occasion
Professionalism	Speaker maintains poise, control, eye contact

Sub-Committee Rubric

For each of the competencies, determine whether the performance was *excellent*, *satisfactory*, or *unsatisfactory*.

Competency One: Chooses and narrows a topic appropriately for the audience & occasion

Competency Two: Communicates the thesis/specific purpose In a manner appropriate for the audience & occasion

Competency Three: Provides supporting material appropriate for the audience & occasion

Competency Four: Uses an organizational pattern appropriate to the topic, audience, occasion, & purpose

Competency Five: Uses language appropriate to the audience & occasion

Competency Six: Uses vocal variety in rate, pitch, & intensity (volume) to heighten & maintain interest appropriate to the audience & occasion

Competency Seven: Uses pronunciation, grammar, & articulation appropriate to the audience & occasion

Competency Eight: Uses physical behaviors that support the verbal message

Competency Nine: Provides electronic and/or non-electronic presentational aids appropriate for the audience & occasion

Competency Ten: Demonstrates "a good person speaking well" through ethical goals, idea development, language choice and presentation

Foundational Competencies: Quantitative Analysis

	4 Complete	3 Substantial	2 Developing	1 Minimal	0 Negligible
Find and pose precise questions that can be appropriately analyzed by quantitative methods	Identifies questions to be analyzed by quantitative methods; Identifies an appropriate quantitative methodology for analyzing the questions	Identifies questions to be analyzed by quantitative methods; Identifies an incomplete or incorrect methodology for analyzing the questions	Identifies questions to be analyzed by quantitative methods; Fails to include a quantitative methodology for analyzing the questions	Identifies questions for which quantitative methods may not be appropriate; Fails to include a quantitative methodology for analyzing the questions	Demonstrates little or no understanding of finding and posing appropriate questions
Draw inference from data	Includes an appropriate and correct inference that is drawn from data; Reasonable solution, including no more than minor errors	Includes an appropriate inference that is drawn from data, with errors; Reasonable solution, with some errors	Includes an inference drawn from data, with misused or incorrect techniques; Unreasonable solution, due to errors	Demonstrates awareness of the meaning of inference in the problem context; Unreasonable or incomplete solution	Demonstrates little or no understanding of drawing inference from data
Represent data	Represents data using appropriate and correctly executed techniques; Reasonable solution, including no more than minor errors	Represents data using appropriate techniques, with errors in execution; Reasonable solution, with some errors	Represents data using a mix of appropriate and misused techniques; Unreasonable solution, due to errors	Represents data using misused and inappropriate techniques; Unreasonable solution, due to errors	Demonstrates little or no understanding of representing data
Think critically about quantitative statements	Includes evidence of critical thinking, and reaches correct conclusions; Presents conclusions in the problem context	Includes evidence of critical thinking, and reaches correct conclusions; Fails to present conclusions in the problem context	Includes evidence of critical thinking, but reaches incorrect conclusions; Presents conclusions in the problem context	Includes evidence of critical thinking, but reaches incorrect conclusions; Fails to present conclusions in the problem context	Shows little or no evidence of critical thinking
Recognize sources of error	Correctly recognizes sources of error, using appropriate terminology; Reasonable solution, with no more than minor errors in calculation or reasoning	Correctly recognizes sources of error, using appropriate terminology; Reasonable solution, with some errors in calculation or reasoning	Recognizes sources of error, with incorrect or misused terminology; Unreasonable solution, due to errors in calculation or reasoning	Misidentifies sources of error, with incorrect or misused terminology; Unreasonable solution, due to errors in calculation or reasoning	Demonstrates little or no understanding of sources of error

Foundational Competencies: Technological/Information Literacy
Information Literacy in First-Year Writing

	Exceeds Expectations	**Expectations Met**	**Not Met**
Access	Student uses sources that are available through the library (physically or online); student explores the searching mechanics of information resources (advanced searching, limits vocabulary, etc.).	Student work shows evidence of library use (physically or online); student selects sources that demonstrate basic searching principles.	Student does not show evidence of library use (physically or online); student selects sources found through elementary search strategies.
Source Type	Student understands the difference between primary, secondary, and tertiary sources (encyclopedia article, *CQ Researcher*, etc.) and uses each appropriately.	Student may understand the difference between primary, secondary, and tertiary sources (e.g. encyclopedia article, *CQ Researcher*, etc.), but uses one type of source when another is available or more appropriate.	Student confuses primary, secondary, and tertiary sources.
Source Suitability	Student uses sources relevant to supporting the argument; student uses only credible or authoritative sources; student recognizes bias and deals with it appropriately.	Student uses some sources that are not relevant to supporting the argument; student uses a combination of credible or authoritative sources and questionable sources; student partially recognizes and deals with bias.	Student uses sources that are not relevant to supporting the argument; student does not use credible or authoritative sources; student fails to recognize bias.
Argument & Evidence	Student develops meaningful insights based upon a variety of sources and perspectives; demonstrates sophisticated level of creative, critical synthesis (makes purposeful extractions from sources, actively applies and analyzes evidence, etc.); accurately represents major or leading positions in the argument.	Student develops some insights showing engagement with some sources and perspectives, but tends toward summary rather than higher-level synthesis; represents some positions, with varying degrees of accuracy -- may fail to acknowledge some major perspectives.	Student does not develop insight, or does not include a range of sources and perspectives; Demonstrates little or no synthesis of arguments or ideas; unable to integrate sources with each other or with his/her own argument; misrepresents other positions on the topic, or fails to identify or acknowledge other views.
Ethical Use	Properly identifies all sources of information and ideas according to the standards of ethical use and intellectual property -- there are no noticeable errors; bibliography and in-text citing are consistent with each other and are in proper formatting for the subject area; effectively paraphrases, summarizes, and quotes from original sources, using student's original language.	Properly identifies all sources of information and ideas according to the standards of ethical use -- there may be minor errors; includes a bibliography or in-text citations which may contain minor formatting errors or omissions; attempts to paraphrase or summarize cited materials, but poorly worded/ rephrased.	Fails to identify sources of information and ideas according to the standards of ethical use; does not include a functional bibliography or in-text citations; uses wording and ideas from other sources without adequate paraphrasing. Uses source material as indirect quote without adequate paraphrasing.

Language

Speaking, Writing, Listening, and *Reading*

In lieu of a rubric, the language sections are using the [ACTFL Proficiency Guidelines 2012](#) to describe the expected levels of performance in speaking, writing, listening, and reading.

Each language section has established expected proficiency levels for the 102 and 201 levels.

		Interpersonal Communication	Presentational Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading
Arabic						
	102	**Novice** High	**Novice** High	**Novice** High	**Novice** High	**Novice** High
	201	**Intermediate** Mid	**Intermediate** Low	**Intermediate** Low	**Intermediate** Low	**Intermediate** Mid
Chinese						
	102	**Novice** High	**Novice** High	**Novice** High	**Novice** High	**Novice** High
	201	**Intermediate** Mid	**Intermediate** Low	**Intermediate** Low	**Intermediate** Low	**Intermediate** Mid
French						
	102	**Novice** High	**Novice** High	**Novice** High	**Novice** High	**Novice** High
	201	**Intermediate** Mid	**Intermediate** Low	**Intermediate** Low	**Intermediate** Low	**Intermediate** Mid
Greek						
	102	NA	NA	**Intermediate** Low	NA	**Intermediate** Low
	201	NA	NA	NA	NA	NA
German						
	102	**Novice** High	**Novice** High	**Novice** High	**Novice** High	**Novice** High
	201	**Intermediate** Mid	**Intermediate** Low	**Intermediate** Low	**Intermediate** Low	**Intermediate** Mid
Italian						
	102	**Novice** High	**Novice** High	**Novice** High	**Novice** High	**Novice** High
	201	**Intermediate** Mid	**Intermediate** Low	**Intermediate** Low	**Intermediate** Low	**Intermediate** Mid
Japanese						
	102	**Novice** High	**Novice** High	**Novice** High	**Novice** High	**Novice** High
	201	**Intermediate** Mid	**Intermediate** Low	**Intermediate** Mid	**Intermediate** Low	**Intermediate** Mid
Latin						
	102	NA	NA	**Intermediate** Low	NA	**Intermediate** Low
	201	NA	NA	**Intermediate** Mid	NA	**Intermediate** Mid
Russian						
	102	**Novice** Mid	**Novice** Mid	**Novice** Mid	**Novice** High	**Novice** High
	201	NA	NA	NA	NA	NA
Slovak						
	102	**Novice** Mid	**Novice** Mid	**Novice** Mid	**Novice** High	**Novice** High
	201	NA	NA	NA	NA	NA
Spanish						
	102	**Novice** High	**Novice** High	**Novice** High	**Novice** High	**Novice** High
	201	**Intermediate** Low	**Intermediate** Low	**Intermediate** Mid	**Intermediate** Low	**Intermediate** Mid

Integrated Courses: Engaging the Global Community
Integration

	Benchmark Exceeded	Benchmark Met	Benchmark Not Met
Student makes connections across disciplines	Skillfully connects examples, facts, or theories from two or more disciplines to address a particular issue, problem, or question. Provides evidence (examples, facts or theories) from two or more disciplines to support a position.	Develops basic connections between or among two or more disciplines to convey knowledge or explain problems or issues. Uses examples, facts, or theories from two or more disciplines to convey knowledge or explain problems or issues.	May present examples, facts, or theories from more than one discipline, but does not effectively tie them together or show connections. Confines analysis to one discipline.
Student applies skills, knowledge, or methodologies gained in one academic or experiential context to different academic or experiential context.	Adapts skills, knowledge, or methodologies gained in one academic or experiential context to a different academic or experiential context to discuss complex issues or solve problems, with sufficient support.	Applies skills, knowledge, or methodologies gained in one academic or experiential context in a different academic or experiential context to convey knowledge or explain issues.	Does not effectively use, adapt or apply skills, knowledge, or methodologies gained in one academic or experiential context to a new context or may do so at a superficial level.

Writing

	Level 3	Level 2	Level 1
Articulate an Argument: Selection and Development of Topic	The writer locates and develops a manageable topic given audience, purpose, and length requirements and effectively situates the topic in the context of the field.	The writer locates and develops a manageable topic given audience, purpose, and length requirements and begins to properly situate the topic in relation to the content of the course.	The writer selects and develops an appropriately complex topic, given audience, purpose, and length requirements.
Articulate an Argument: Context of and Purpose for Writing	The writer thoroughly develops and supports an argument appropriate to context, audience, and purpose	The writer develops and supports an argument appropriate to context, audience, and purpose.	The writer attempts to develop and support an argument appropriate to context, audience, and purpose.
Source Integration	The writer locates, engages with, and thoroughly integrates credible and reliable sources.	The writer locates, engages with, and integrates credible and relevant sources appropriate to the content of the course.	The writer locates, engages with, and integrates evidence into his/her own argument.
Document Ethically: Plagiarism and Citation	The writer avoids plagiarism and documents sources consistently, also demonstrating concern for ethical representation of other scholars' work.	The writer avoids plagiarism and documents sources consistently using a citation style appropriate to the course with few formatting errors.	The writer avoids plagiarism, and all important citation information is present, though documentation may contain formatting errors.
Control Surface Features: Syntax and Mechanics	The writer uses language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	The writer uses straightforward language that conveys meaning to readers with clarity, with few errors.	The writer uses language that generally conveys meaning to readers with clarity, though writing may include some errors.

Evaluators are encouraged to assign a score of "Below Level 1" to any work sample or collection of work that does not meet the description under "Level 1".
A score of Level 2 is the target performance level in Integrated courses.

Global

	Benchmark Exceeded	Benchmark Met	Benchmark Not Met
Student demonstrates knowledge about the world's diverse cultures, environments, practices, or values.	Analyzes and interprets how cultures, environments, practices, and values differ from or are similar to one another.	Identifies and describes examples of the world's diversity related to cultures, environments, practices, or values.	Makes no, little, or superficial reference to cultures, environments, practices, or values from another country.
Student evaluates global systems, institutions, or relationships of power in a historical or geographical context.	Analyzes and interprets the nature of global systems, institutions or relationships of power in a historical or geographical context.	Identifies and describes examples of global systems, institutions or relationships of power in a historical or geographical context.	Makes no, little, or superficial reference to global systems, institutions or relationships of power in a historical or geographical context.
Student understands that individual and collective decisions have global implications.	Analyzes and interprets the global implications of individual or collective decisions.	Identifies and describes examples of the interconnected effects of individual or collective decisions around the world.	Makes no, little, or superficial reference to the global impact of individual or collective decisions.

Integrated Courses: Exploring the Natural World

Integration

	Benchmark Exceeded	Benchmark Met	Benchmark Not Met
Student makes connections across disciplines	Skillfully connects examples, facts, or theories from two or more disciplines to address a particular issue, problem, or question. Provides evidence (examples, facts or theories) from two or more disciplines to support a position.	Develops basic connections between or among two or more disciplines to convey knowledge or explain problems or issues. Uses examples, facts, or theories from two or more disciplines to convey knowledge or explain problems or issues.	May present examples, facts, or theories from more than one discipline, but does not effectively tie them together or show connections. Confines analysis to one discipline.
Student applies skills, knowledge, or methodologies gained in one academic or experiential context to different academic or experiential context.	Adapts skills, knowledge, or methodologies gained in one academic or experiential context to a different academic or experiential context to discuss complex issues or solve problems, with sufficient support.	Applies skills, knowledge, or methodologies gained in one academic or experiential context in a different academic or experiential context to convey knowledge or explain issues.	Does not effectively use, adapt or apply skills, knowledge, or methodologies gained in one academic or experiential context to a new context or may do so at a superficial level.

Quantitative Analysis

	4 Complete	3 Substantial	2 Developing	1 Minimal	0 Negligible
Find and pose precise questions that can be appropriately analyzed by quantitative methods	Identifies questions to be analyzed by quantitative methods; Identifies an appropriate quantitative methodology for analyzing the questions	Identifies questions to be analyzed by quantitative methods; Identifies an incomplete or incorrect methodology for analyzing the questions	Identifies questions to be analyzed by quantitative methods; Fails to include a quantitative methodology for analyzing the questions	Identifies questions for which quantitative methods may not be appropriate; Fails to include a quantitative methodology for analyzing the questions	Demonstrates little or no understanding of finding and posing appropriate questions
Draw inference from data	Includes an appropriate and correct inference that is drawn from data; Reasonable solution, including no more than minor errors	Includes an appropriate inference that is drawn from data, with errors; Reasonable solution, with some errors	Includes an inference drawn from data, with misused or incorrect techniques; Unreasonable solution, due to errors	Demonstrates awareness of the meaning of inference in the problem context; Unreasonable or incomplete solution	Demonstrates little or no understanding of drawing inference from data
Represent data	Represents data using appropriate and correctly executed techniques; Reasonable solution, including no more than minor errors	Represents data using appropriate techniques, with errors in execution; Reasonable solution, with some errors	Represents data using a mix of appropriate and misused techniques; Unreasonable solution, due to errors	Represents data using misused and inappropriate techniques; Unreasonable solution, due to errors	Demonstrates little or no understanding of representing data
Think critically about quantitative statements	Includes evidence of critical thinking, and reaches correct conclusions; Presents conclusions in the problem context	Includes evidence of critical thinking, and reaches correct conclusions; Fails to present conclusions in the problem context	Includes evidence of critical thinking, but reaches incorrect conclusions; Presents conclusions in the problem context	Includes evidence of critical thinking, but reaches incorrect conclusions; Fails to present conclusions in the problem context	Shows little or no evidence of critical thinking
Recognize sources of error	Correctly recognizes sources of error, using appropriate terminology; Reasonable solution, with no more than minor errors in calculation or reasoning	Correctly recognizes sources of error, using appropriate terminology; Reasonable solution, with some errors in calculation or reasoning	Recognizes sources of error, with incorrect or misused terminology; Unreasonable solution, due to errors in calculation or reasoning	Misidentifies sources of error, with incorrect or misused terminology; Unreasonable solution, due to errors in calculation or reasoning	Demonstrates little or no understanding of sources of error

Critical Thinking

	Exceeds Expectations	Meets Expectations	Just Below Expectations	Significantly Below Expectations
Define Problem	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors.
Explanation of Issue	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description
Evidence: Selecting and using information to investigate a point of view or conclusion	Information is taken from source(s) with enough interpretation/ evaluation to develop a Comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) Without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
Influence of Context and Assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position
Student's Position: Perspective, Thesis/Hypothesis	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.

Instructors will choose the criteria that are relevant to their assignment. Evaluators are encouraged to assign a score of "Unsatisfactory" to any work sample or collection of work that does not meet the description under "Significantly Below Expectations".

Problem Solving

	Exceeds Expectations	Meets Expectations	Just Below Expectations	Significantly Below Expectations
Identify Strategies	Identifies multiple approaches for solving the problem that apply within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context.	Identifies only a single approach for solving the problem that does apply within a specific context.	Identifies one or more approaches for solving the problem that do not apply within a specific context.
Propose Solutions/ Hypotheses	Proposes one or more solutions / hypotheses that indicates a deep comprehension of the problem. Solution / hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.	Proposes one or more solutions / hypotheses that indicates comprehension of the problem. Solutions / hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one solution/hypothesis that is "off the shelf " rather than individually designed to address the specific contextual factors of the problem.	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.
Evaluate Potential Solutions	Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is brief (for example, explanation lacks depth) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solutions.	Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.
Implement Solutions	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.	Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.	Implements the solution in a manner that does not directly address the problem statement.
Conclusions and Repeated Outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Evaluate Outcomes	Reviews results relative to the problem defined with thorough, specific considerations of need for further work.	Reviews results relative to the problem defined with some consideration of need for further work.	Reviews results in terms of the problem defined with little, if any, consideration of need for further work.	Reviews results superficially in terms of the problem defined with no consideration of need for further work.
Taking Risks (see note below)	Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.	Incorporates new directions or approaches to the assignment in the final product.	Considers new directions or approaches without going beyond the guidelines of the assignment.	Stays strictly within the guidelines of the assignment.
Solving Problems	Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Considers and rejects less acceptable approaches to solving problem.	Only a single approach is considered and is used to solve the problem.
Embracing Contradictions	Integrates alternate, divergent, or contradictory perspectives or ideas fully.	Incorporates alternate, divergent, or contradictory perspectives or ideas in a exploratory way.	Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way.	Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.
Innovative Thinking: Novelty or uniqueness (of idea, claim, question, form, etc.)	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.
Connecting, Synthesizing, Transforming	Transforms ideas or solutions into entirely new forms.	Synthesizes ideas or solutions into a coherent whole.	Connects ideas or solutions in novel ways.	Recognizes existing connections among ideas or solutions.

Instructors will choose the criteria that are relevant to their assignment. Evaluators are encouraged to assign a score of "Unsatisfactory" to any work sample or collection of work that does not meet the description under "Significantly Below Expectations".

Note: Taking Risks (above) may include personal risk (fear of embarrassment or rejection) or risk of failure in successfully completing assignment, i.e. going beyond original parameters of assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions.

Writing

	Level 3	Level 2	Level 1
Articulate an Argument: Selection and Development of Topic	The writer locates and develops a manageable topic given audience, purpose, and length requirements and effectively situates the topic in the context of the field.	The writer locates and develops a manageable topic given audience, purpose, and length requirements and begins to properly situate the topic in relation to the content of the course.	The writer selects and develops an appropriately complex topic, given audience, purpose, and length requirements.
Articulate an Argument: Context of and Purpose for Writing	The writer thoroughly develops and supports an argument appropriate to context, audience, and purpose	The writer develops and supports an argument appropriate to context, audience, and purpose.	The writer attempts to develop and support an argument appropriate to context, audience, and purpose.
Source Integration	The writer locates, engages with, and thoroughly integrates credible and reliable sources.	The writer locates, engages with, and integrates credible and relevant sources appropriate to the content of the course.	The writer locates, engages with, and integrates evidence into his/her own argument.
Document Ethically: Plagiarism and Citation	The writer avoids plagiarism and documents sources consistently, also demonstrating concern for ethical representation of other scholars' work.	The writer avoids plagiarism and documents sources consistently using a citation style appropriate to the course with few formatting errors.	The writer avoids plagiarism, and all important citation information is present, though documentation may contain formatting errors.
Control Surface Features: Syntax and Mechanics	The writer uses language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	The writer uses straightforward language that conveys meaning to readers with clarity, with few errors.	The writer uses language that generally conveys meaning to readers with clarity, though writing may include some errors.

Evaluators are encouraged to assign a score of "Below Level 1" to any work sample or collection of work that does not meet the description under "Level 1".
A score of Level 2 is the target performance level in Integrated courses.

Integrated Courses: Examining the Human Experience
Integration

	Benchmark Exceeded	Benchmark Met	Benchmark Not Met
Student makes connections across disciplines	Skillfully connects examples, facts, or theories from two or more disciplines to address a particular issue, problem, or question. Provides evidence (examples, facts or theories) from two or more disciplines to support a position.	Develops basic connections between or among two or more disciplines to convey knowledge or explain problems or issues. Uses examples, facts, or theories from two or more disciplines to convey knowledge or explain problems or issues.	May present examples, facts, or theories from more than one discipline, but does not effectively tie them together or show connections. Confines analysis to one discipline.
Student applies skills, knowledge, or methodologies gained in one academic or experiential context to different academic or experiential context.	Adapts skills, knowledge, or methodologies gained in one academic or experiential context to a different academic or experiential context to discuss complex issues or solve problems, with sufficient support.	Applies skills, knowledge, or methodologies gained in one academic or experiential context in a different academic or experiential context to convey knowledge or explain issues.	Does not effectively use, adapt or apply skills, knowledge, or methodologies gained in one academic or experiential context to a new context or may do so at a superficial level.

Critical Analysis

	Exceeds expectations	Meets expectations	Does not meet expectations
Student identifies and understands the fundamental elements of a problem or question to be considered critically.	Can articulate (clarify and describe) the nature of the problem or question comprehensively, explaining the relevant information necessary for full understanding.	Can articulate (clarify or describe) the nature of the problem or question but some key elements (terms, ideas) are yet undefined and unexplored.	Cannot articulate (clarify or describe) the nature of the problem or question and its elements (terms, key ideas, etc.).
Student interprets relevant data/evidence.	Takes information from sources with enough interpretation/evaluation to produce a coherent analysis or synthesis; understands and demonstrates the distinctions between primary and secondary sources.	Takes information from sources with some interpretation/evaluation to begin developing a coherent analysis or synthesis; distinguishes primary and secondary sources.	Takes information from sources without any interpretation/evaluation; cannot distinguish primary and secondary sources.

Aesthetic Appreciation

	Exceeds expectations	Meets expectations	Does not meet expectations
Student interprets, analyzes, and evaluates artistic forms and representations ("works").	Offers in-depth analysis and interpretation of the work, supporting it with a sophisticated use of details from the work itself and from its historical/cultural context.	Offers an accurate analysis or interpretation of the work, supporting it with some use of details from the work itself and/or from its historical/cultural context.	Demonstrates only a minimal or surface understanding of the work, but fails to offer analysis or interpretation.

Writing

	Level 3	Level 2	Level 1
Articulate an Argument: Selection and Development of Topic	The writer locates and develops a manageable topic given audience, purpose, and length requirements and effectively situates the topic in the context of the field.	The writer locates and develops a manageable topic given audience, purpose, and length requirements and begins to properly situate the topic in relation to the content of the course.	The writer selects and develops an appropriately complex topic, given audience, purpose, and length requirements.
Articulate an Argument: Context of and Purpose for Writing	The writer thoroughly develops and supports an argument appropriate to context, audience, and purpose	The writer develops and supports an argument appropriate to context, audience, and purpose.	The writer attempts to develop and support an argument appropriate to context, audience, and purpose.
Source Integration	The writer locates, engages with, and thoroughly integrates credible and reliable sources.	The writer locates, engages with, and integrates credible and relevant sources appropriate to the content of the course.	The writer locates, engages with, and integrates evidence into his/her own argument.
Document Ethically: Plagiarism and Citation	The writer avoids plagiarism and documents sources consistently, also demonstrating concern for ethical representation of other scholars' work.	The writer avoids plagiarism and documents sources consistently using a citation style appropriate to the course with few formatting errors.	The writer avoids plagiarism, and all important citation information is present, though documentation may contain formatting errors.
Control Surface Features: Syntax and Mechanics	The writer uses language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	The writer uses straightforward language that conveys meaning to readers with clarity, with few errors.	The writer uses language that generally conveys meaning to readers with clarity, though writing may include some errors.

Evaluators are encouraged to assign a score of "Below Level 1" to any work sample or collection of work that does not meet the description under "Level 1".
A score of Level 2 is the target performance level in Integrated courses.

Jesuit Heritage: Philosophy
Knowledge and Reality Courses
All courses use a version of the following rubric customized by the instructor for course content.

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Identify and understand the fundamental elements of a problem			
Demonstrate the ability to analyze multiple forms of expression (such as oral, written, digital, or visual)			
Develop critical thinking skills			

Values and Society Courses
All courses use a version of the following rubric customized by the instructor for course content.

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Identify ethical questions.			
Analyze and assess ethical theories			
Apply ethical frameworks to personal, professional, and institutional dilemmas			

Jesuit Heritage: Theology and Religious Studies

Students in TRS 101 will have successfully met *all five* learning goals at an *introductory* level. Students in TRS 200- and 300-level courses will have successfully met *one or more* of the learning goals at an *intermediate* level.

	Masters	Advanced	Intermediate	Introductory
1. Understand the religious dimensions of human experience, history, and cultures.	1. Exhibits a nuanced understanding of the key terms and methodologies of the diverse subfields within the academic study of religion, including knowledge of diversity and development within these subfields; is able to articulate and apply in depth a particular methodology to a specific religious question or topic.	1. Understands the key terms and methodologies of the diverse subfields within the academic study of religion (including biblical studies, ethics, historical approaches, and systematic theology) and is able to articulate his or her own methodological approach.	1. Understands the basic terms in the academic study of religion and is able to apply them to specific religious traditions and to her or his own experiences and worldview.	1. Defines basic terms such as symbol, myth, ritual, revelation, and faith; articulates the fundamental questions, commitments and beliefs that influence his or her own worldview.
2. Critically analyze religious expressions in sacred texts, art, ritual practices, and ethical commitments.	2. Critically analyzes religious texts, art, doctrines, practices, and other expressions in light of their historical, cultural, and social contexts; understands the methods, sources, and research tools necessary for academic research of these expressions.	2. Applies a variety of interpretative methods (including historical-critical methods) to the Bible and to the sacred texts of at least one other religious tradition; able to assess the strengths and weakness of these methods.	2. Applies historical-critical methods to interpret sacred texts from a particular religious tradition and recognizes how these methods differ from other modes of interpretation.	2. Understands different ways of reading the Bible, including historical-critical approaches; is able to explain how a particular religious expression (biblical or other) relates to its historical, cultural, or social context.
3. Respect cultural and religious diversity in local and global contexts.	3. Demonstrates a deep awareness of multiple religious worldviews and is able to engage in the kind of inter-religious dialogue that leads to mutual respect and understanding.	3. Compares and contrasts the beliefs, practices, or worldview of at least two religious traditions in a way that models respectful interaction with people, ideas, and cultures that are different.	3. Respectfully articulates the beliefs, practices, or worldview of a non-Christian religious tradition with an awareness of the internal diversity and the various cultural, social, and historical influences within that tradition.	3. Respectfully articulates the basic beliefs, practices, or worldview found within at least one non-Christian religious tradition.
4. Appreciate the relationship	4. Assesses and applies	4. Assesses and applies	4. Applies a religious or ethical	4. Draws initial connections

between religious commitment and efforts to address injustice and live ethically.	multiple religious or ethical frameworks to complex issues, with an awareness of the various interrelated causes of injustice and a commitment to respond evidenced in action for the common good.	multiple religious or ethical frameworks to complex issues, with an awareness of the root causes of injustice and a commitment to address these issues and contribute to the common good.	framework to the analysis of one social justice issue or ethical dilemma, marked by deepening empathy and growing awareness of his or her own relation to structures of injustice.	between religion, ethics, and the root causes of social injustice, in a way that evidences empathy and reflection about her or his possible contribution to the common good.
5. Recognize the ways in which the Catholic Christian tradition addresses the fundamental questions of human existence.	5. Exhibits a nuanced understanding of the key terms and methodologies within Catholic systematic theology, and the ability to address strengths and weaknesses of differing theological approaches.	5. Understands Catholic theological approaches to multiple fundamental questions and how these questions are related to one another.	5. Understands Catholic theological approaches to a fundamental human question in light of historical, cultural, and social contexts.	5. Understands contemporary Catholic appreciation for interreligious dialogue.

Jesuit Heritage: Issues in Social Justice

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Understand and respect human and cultural differences		Communicates understanding of and respect for differences between individuals and across cultures.	
Value equality and dignity of all persons		Defines and understands the ideas of equity and human dignity and can offer examples of where these are violated	
Understand the obligation to provide and opportunity of voice and equitable access for all		Values equality and dignity for all and understands the obligation to provide others a voice and equitable access	
Examine the conditions that have given rise to injustice		Understands the historical/structural conditions that have given rise to injustice	
Understand the consequences of injustice		Recognizes an injustice and articulates the consequences of that injustice	
Recognize the obligation for individuals to contribute to the common good and the obligation for society to make that participation possible for all		Understands their personal obligation as well as society's obligation to contribute to the common good	

Jesuit Heritage: Creative and Performing Arts

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Analysis of Text/Art Form *Demonstrate the ability to analyze multiple forms of expression (such as oral, written, digital, or visual); and* *Develop critical thinking skills*	Student offers in-depth analysis and interpretation of the text/art form. Demonstrates a sophisticated use of details from the text/art form as support	Student offers an accurate analysis and interpretation of the text/art form with some use of details from the text/art form as support.	Student demonstrates only a minimal or surface understanding of the text/art form, but fails offer analysis or interpretation
Aesthetic Perception *Articulate an appreciation of understanding the arts through a consideration of the creative process* *Respect innovation and creativity by demonstrating a basic conceptual analysis of aesthetic expression.*	Student analyzes the emotional impact of artistic works and coherently explains personal reaction. Effectively relates aesthetics and design principles to the ideas communicated using correct terminology.	Student describes the emotional impact of artistic works and articulates personal reaction. Relates aesthetics and design principles to the ideas communicated using correct terminology most of the time.	Student refers to the emotional impact of artistic work and states personal reaction. Occasionally relates aesthetics and design principles to the ideas communicated using some correct terminology.

Instructors are also asked to rate the students' performance using the same scale as the rubric on the following learning goals:
2c. Engagement in the creative process
3. Respect innovation and creativity
4. Demonstrating the diverse nature, meanings and functions of creative endeavors through the practice of literature, music, theatrical and visual arts and related forms of expression

Requirements in the Major: Additional Writing Course

	Level 3	Level 2	Level 1
Articulate an Argument: Selection and Development of Topic	The writer locates and develops a manageable topic given audience, purpose, and length requirements and effectively situates the topic in the context of the field.	The writer locates and develops a manageable topic given audience, purpose, and length requirements and begins to properly situate the topic in in the context of the field.	The writer selects and develops an appropriately complex topic, given audience, purpose, and length requirements.
Articulate an Argument: Context of and Purpose for Writing	The writer thoroughly develops and supports an argument appropriate to context, audience, and purpose	The writer develops and supports an argument appropriate to context, audience, and purpose.	The writer attempts to develop and support an argument appropriate to context, audience, and purpose.
Source Integration	The writer locates, engages with, and thoroughly integrates credible and reliable sources.	The writer locates, engages with, and integrates credible and relevant sources appropriate to the student's major discipline.	The writer locates, engages with, and integrates evidence into his/her own argument.
Document Ethically: Plagiarism and Citation	The writer avoids plagiarism and documents sources consistently, also demonstrating concern for ethical representation of other scholars' work.	The writer avoids plagiarism and documents sources consistently using a citation style appropriate to the discipline with few formatting errors.	The writer avoids plagiarism, and all important citation information is present, though documentation may contain formatting errors.
Control Surface Features: Syntax and Mechanics	The writer uses language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	The writer uses straightforward language that conveys meaning to readers with clarity, with few errors.	The writer uses language that generally conveys meaning to readers with clarity, though writing may include some errors.

Evaluators are encouraged to assign a score of "Below Level 1" to any work sample or collection of work that does not meet the description under "Level 1".
A score of Level 2 is the target performance level in these courses.

Requirements in the Major: Additional Presentation Experience

For each of the criteria, determine whether the performance was *excellent*, *satisfactory*, or *unsatisfactory*.

Thesis Defense

Salience Thesis	Clearly reveals topic's importance and narrowed purpose
Reasoning	Logical inferences are clear and justified
Quality of Evidence/Support	Evidence is of high quality within the field and referenced accurately
Use of Evidence/Support	Is convincing in use of support; does not lose audience to overuse
Credibility	Speaker's use of content enhances credibility

Structure

Effective Introduction	Captures attention, previews points, focuses speech
Effective Conclusion	Summarizes points, signals end, leaves strong impression
Effective Limitation of Ideas	Focuses on a few "best reasons", not tangential ideas
Effective Development of Ideas	Provides clear claims, quality support, with reasons appropriate to audience

Delivery

Vocal Variety	Changes in pitch, volume and rate keep speech interesting
Conversational Style	Speaker talks with audience, not at them; reads sparingly
Facial Expressions & Eye Contact	Consistent with content; adds to speech; maintains eye contact; scans
Physical Delivery	Movement/gestures are meaningful; add interest to speech; don't distract
Terminology	Uses accurate, effective & appropriate language

Requirements in the Major: Capstone

TBD