Engaging the Global Community
Integration

	Exceeded (5)	**Met** (3)	**Not Met** (1)
Student applies skills, knowledge, or methodologies gained in one academic or experiential context to different academic or experiential context. 1C2a	Applies or connects skills, knowledge (examples, facts, evidence), or methodologies/ theories gained in one academic or experiential context to those from a different academic or experiential context to analyze complex issues or solve problems, with sufficient support.	Applies or connects skills, knowledge (examples, facts, evidence), or methodologies/ theories gained in one academic or experiential context in a different academic or experiential context to convey knowledge or explain issues.	Does not effectively apply or connect skills, knowledge (examples, facts, evidence), or methodologies/ theories gained in one academic or experiential context to a new context or may do so at a superficial level.

	Exceeded (5)	Met (3)		Not Met (1)
Articulate an Argument 4B1c	The writer demonstrates a _thorough understanding of_ context, audience, and purpose in selecting an _appropriately complex_ topic and _thoroughly_ developing and supporting an argument through appropriate _organization, presentation, content knowledge, and style_.	The writer demonstrates an _adequate consideration of_ context, audience, and purpose in selecting an _appropriately complex_ topic and developing and supporting an argument through appropriate _organization, presentation, content knowledge, and style_.	The writer demonstrates an _awareness of_ context, audience, and purpose in selecting a topic and _attempting to_ develop and support an argument through appropriate _organization, presentation, and content knowledge_.	The writer demonstrates _minimal or no attention to_ context, audience, and purpose in selecting an topic and/or the topic may be _unsuitable_, and/or the writer _may not_ develop or support an argument through appropriate _organization and presentation_.
Sources, Evidence, and Documentation 4B5	The writer _supports_ the argument with _compelling evidence appropriate to the discipline and/or writing task(s)_ drawn from _high-quality, credible, relevant_ sources, which are documented _consistently_ using a _citation style appropriate to the discipline and/or writing task(s)_ with _no errors_.	The writer _supports_ the argument with _evidence appropriate to the discipline and/or writing task(s)_ drawn from _credible, relevant_ sources, which are documented _consistently_ using a _citation style appropriate to the discipline and/or writing task(s)_ with no more than a _few errors of formatting. (All important citation information is present)_.	The writer _attempts to support_ the argument with _evidence_ drawn from sources, which are documented using _a citation style_. _Formatting errors may occur, but all important citation information is present_.	The writer _fails to support_ the argument with evidence from sources, which are documented _inconsistently_, or _some important citation information is missing_..
Control of Syntax and Mechanics 4B4	The writer uses _graceful_ language that _skillfully communicates_ meaning to readers _with clarity and fluency_, and writing is _virtually error-free_.	The writer uses _straightforward_ language that g_enerally convey_s meaning to readers _with clarity_, and writing has _few errors_.	The writer uses language that _generally conveys_ meaning to readers _with clarity_, although writing may include _some errors_.	The writer uses language that _sometimes impedes_ meaning for readers because of _major and frequent errors_.

Note: The word _argument_ as used above should be interpreted with its widest possible meaning and seen as synonymous with terms like _controlling idea, thesis statement_, and _main idea._

	Exceeded (5)	**Met** (3)	**Not Met** (1)
Student understands the world's diverse cultures, environments, practices, or values. 5A1	*Analyzes and interprets* examples of the world's diversity of cultures, environments, practices, and values.	*Identifies and describes* examples of the world's diversity of cultures, environments, practices, and values.	*Makes no, little, or superficial reference to* examples of the world's diversity of cultures, environments, practices, and values.
Student understands that global systems, institutions, or relationships of power exist in a historical or geographical context and that individual and collective decisions have global implications. 5B3	*Analyzes and interprets* global systems, institutions or relationships of power in a historical or geographical context, **and** the global implications of individual or collective decisions.	*Identifies and describes* global systems, institutions or relationships of power in a historical or geographical context, **and** the global implications of individual or collective decisions.	*Makes no, little, or superficial reference to* global systems, institutions or relationships of power in a historical or geographical context, **and** the global implications of individual or collective decisions.

	Exceeded (5)	**Met** (3)	**Not Met** (1)
Student applies skills, knowledge, or methodologies gained in one academic or experiential context to different academic or experiential context. 1C2a	Applies or connects skills, knowledge (examples, facts, evidence), or methodologies/ theories gained in one academic, experiential, or cultural context to those from a different academic, experiential, or cultural context to analyze complex issues or solve problems, with sufficient support.	Applies or connects skills, knowledge (examples, facts, evidence), or methodologies/ theories gained in one academic, experiential, or cultural context in a different academic, experiential, or cultural context to convey knowledge or explain issues.	Does not effectively apply or connect skills, knowledge (examples, facts, evidence), or methodologies/ theories gained in one academic, experiential, or cultural context to a new context or may do so at a superficial level.