

Foundational Competencies: Written Expression

9/3/17

Exceeded (5)

Met (3)

Not Met (1)

	Exceeded (5)	Met (3)	Not Met (1)
<p>Articulate an Argument</p> <p>4B1c</p>	<p>The writer demonstrates a <u>thorough understanding of</u> context, audience, and purpose in selecting an <u>appropriately complex</u> topic and <u>thoroughly</u> developing and supporting an argument through appropriate <u>organization, presentation, content knowledge, and style</u>.</p>	<p>The writer demonstrates an <u>adequate consideration of</u> context, audience, and purpose in selecting an <u>appropriately complex</u> topic and developing and supporting an argument through appropriate <u>organization, presentation, content knowledge, and style</u>.</p>	<p>The writer demonstrates <u>minimal or no attention to</u> context, audience, and purpose in selecting a topic and/or the topic may be <u>unsuitable</u>, and/or the writer <u>may not</u> develop or support an argument through appropriate <u>organization and presentation</u>.</p>
<p>Sources, Evidence, and Documentation</p> <p>4B5</p>	<p>The writer <u>supports</u> the argument with <u>compelling evidence appropriate to the discipline and/or writing task(s)</u> drawn from <u>high-quality, credible, relevant</u> sources, which are documented <u>consistently</u> using a <u>citation style appropriate to the discipline and/or writing task(s)</u> with <u>no errors</u>.</p>	<p>The writer <u>supports</u> the argument with <u>evidence appropriate to the discipline and/or writing task(s)</u> drawn from <u>credible, relevant</u> sources, which are documented <u>consistently</u> using a <u>citation style appropriate to the discipline and/or writing task(s)</u> with no more than a <u>few errors of formatting. (All important citation information is present)</u>.</p>	<p>The writer <u>attempts to support</u> the argument with <u>evidence</u> drawn from sources, which are documented using a <u>citation style. Formatting errors may occur, but all important citation information is present</u>.</p> <p>The writer <u>fails to support</u> the argument with evidence from sources, which are documented <u>inconsistently, or some important citation information is missing</u>.</p>
<p>Control of Syntax and Mechanics</p> <p>4B4</p>	<p>The writer uses <u>graceful</u> language that <u>skillfully communicates</u> meaning to readers <u>with clarity and fluency</u>, and writing is <u>virtually error-free</u>.</p>	<p>The writer uses <u>straightforward</u> language that <u>generally conveys</u> meaning to readers <u>with clarity</u>, and writing has <u>few errors</u>.</p>	<p>The writer uses language that <u>generally conveys</u> meaning to readers <u>with clarity</u>, although writing may include <u>some errors</u>.</p> <p>The writer uses language that <u>sometimes impedes</u> meaning for readers because of <u>major and frequent errors</u>.</p>

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*.