

**Linked Courses**  
*Integration*

8/29/16

	<b>Exceeded (5)</b>	<b>Met (3)</b>	<b>Not Met (1)</b>
<b>Student applies skills, knowledge, or methodologies gained in one academic or experiential context to different academic or experiential context.</b>	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.
1C2a			

	Exceeded (5)	Met (3)	Not Met (1)
<p><b>Articulate an Argument</b></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 an <u>awareness of</u> context, audience, and purpose in selecting a topic and <u>attempting to</u> develop and support an argument through appropriate <u>organization, presentation, and content knowledge</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><b>Sources, Evidence, and Documentation</b></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</u>. (<u>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</u>. <u>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</u>, or <u>some important citation information is missing</u>.</p>
<p><b>Control of Syntax and Mechanics</b></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*.

Critical Analysis

9/3/17

	<b>Exceeded (5)</b>	<b>Met (3)</b>	<b>Not Met (1)</b>
<p><b>Student identifies and understands the fundamental elements of a problem or question to be considered critically.</b></p> <p style="text-align: right;">2A1</p>	<p>Can articulate (clarify and describe) the nature of the problem or question comprehensively, explaining the relevant information necessary for full understanding.</p>	<p>Can articulate (clarify or describe) the nature of the problem or question but some key elements (terms, ideas) are yet undefined and unexplored.</p>	<p>Cannot articulate (clarify or describe) the nature of the problem or question and its elements (terms, key ideas, etc.).</p>
<p><b>Student interprets relevant data/evidence.</b></p> <p style="text-align: right;">2D1a</p>	<p>Takes information from sources with enough interpretation/evaluation to produce a coherent analysis or synthesis.</p>	<p>Takes information from sources with some interpretation/evaluation to begin developing a coherent analysis or synthesis.</p>	<p>Takes information from sources without any interpretation/evaluation.</p>
<p><b>Student reaches logical conclusions.</b></p> <p style="text-align: right;">3B5a</p>	<p>Conclusions are logical, correct/plausible, complete, explained thoroughly and supported with evidence.</p>	<p>Conclusions are sound, with either minor errors, omissions, incomplete explanations and/or evidence.</p>	<p>Conclusions provided suffer from significant errors and omissions; explanations are incorrect and/or evidence is missing.</p>

**Note:** When used on the same assignment as the writing rubric, the row below may substitute for both 2D1a on this rubric and 4B5 on the Writing rubric

<p>Writing + Critical: <b>Evidence</b></p> <p style="text-align: right;">2D1a + 4B5</p>	<p>The writer <u>supports</u> the argument via <u>thorough interpretation or evaluation of 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 via <u>some interpretation or evaluation of 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</u>. <u>(All important citation information is present)</u>.</p>	<p>The writer <u>attempts to support</u> the argument with <u>evidence</u> (possibly with a <u>lack of interpretation or evaluation</u>) drawn from sources, which are documented using a <u>citation style</u>. <u>Formatting errors may occur, but all important citation information is present</u>.</p>
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