

Linked Courses
Integration

8/29/16

	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.	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>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 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>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</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>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*.

Critical Analysis

9/3/17

	Exceeded (5)	Met (3)	Not Met (1)
<p>Student identifies and understands the fundamental elements of a problem or question to be considered critically.</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>Student interprets relevant data/evidence.</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>Student reaches logical conclusions.</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: Evidence</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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