

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

	Exceeded (5)	Met for Integrated Courses (3)	Not Met for Integrated Courses (1)	Not Met (0)
<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 an 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>Note: The word <i>argument</i> as used above should be interpreted with its widest possible meaning and seen as synonymous with terms like <i>controlling idea, thesis statement, and focus</i>.</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>professional citation style</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>

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><u>Can</u> articulate (clarify <u>and</u> describe) the nature of the problem or question <u>comprehensively, explaining the relevant information necessary for full understanding.</u></p>	<p><u>Can</u> articulate (clarify <u>or</u> describe) the nature of the problem or question <u>but some key elements (terms, ideas) are yet undefined and unexplored.</u></p>	<p><u>Cannot</u> 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 <u>enough</u> interpretation/evaluation to <u>produce</u> a coherent analysis or synthesis.</p>	<p>Takes information from sources with <u>some</u> interpretation/evaluation to <u>begin developing</u> a coherent analysis or synthesis.</p>	<p>Takes information from sources <u>without any</u> interpretation/evaluation.</p>
<p>Student reaches logical conclusions.</p> <p style="text-align: right;">3B5a</p>	<p>Conclusions are <u>logical, correct/plausible, complete, explained thoroughly and supported with evidence.</u></p>	<p>Conclusions are <u>sound, with either minor errors, omissions, incomplete explanations and/or evidence.</u></p>	<p>Conclusions provided <u>suffer from significant errors and omissions; explanations are incorrect and/or evidence is missing.</u></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>professional citation style</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> (possibly with a <u>lack of interpretation or evaluation</u>) drawn from sources, which are documented using <u>a citation style. Formatting errors may occur, but all important citation information is present.</u></p>
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