Colonnade FOUNDATIONS Assessment			
	2021-2022		
PCAL	Communication		
Communication 200 (Foundations)			
Blair Thompson			

Please select the option(s) that best describe all sections of this course (you may select more than one):
☐ Taught 100% face to face
☐ Taught 100% online
☐ Mix of online and face to face
☐ Includes dual credit

	Student Learning Outcome 1				
Student Learning Outcome	Students will demonstrate the ability to write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre.				
Measurement Instrument 1 Direct: Comm 200 Literature Review.  COMM 200 offers students advanced instruction and practice in writing and reading essays within the Communication discipline and makes students aware of how disciplinary conventions and rhetorical sit for different choices in language, structure, format, tone, citation, and documentation. The Comm 200 Review is broken down into three stages.					
	First, in preparation for the literature review, students write a Research Report. In this brief report, students identify their topic and cite at least one primary or secondary academic source citation relevant to their topic. In addition, students provide an APA formatted reference list which includes at least 10 potential primary or secondary academic sources they can use in an academic literature review. For the purposes of COMM 200, academic sources refer to essays in peer-reviewed, scholarly communication journals or academic books in the Communication discipline or fields related to communication (e.g., public relations, leadership, sociology, psychology).				

Second, students write an Abbreviated Literatire Review, beginning the actual writing of the final project by explaining why their topic represents an important area of study or is important to the understanding of the communication discipline (citing at least one academic source to back up your claim). Students then summarize the major/most interesting findings/criticisms on theirr topic from at least two academi sources in a literature review format, using APA formatting and source citation (complete with title and reference pages).

Third, building on the feedback received for their Abbreviated Literatire Review, students write and edit their Final Lit Review in a format consistent with the Communication discipline (this final paper is what we collected for assessment). Students select a communication context, concept, or theory that they are interested in studying further throughout the course of the semester and locate, analyze, and incorporate key research findings from primary and secondary academic sources into their literature review. In the final literature review, students are required to incorporate at least six sources and the paper must be 5-6 pages in length. This assignment develops students' competencies through written analysis of academic sources.

We used three criteria to assess the first learning outcome: (a) how well a student can demonstrate a thorough understanding of context, audience, and purpose that is responsive to the assigned task of analyzing academic research in the Communication context (mean = 3.11) (b) how well a student can demonstrate detailed attention to and successful execution of a wide range of conventions particular to analyzing Communication research and how well a student can conform to the standard writing format (APA style) discipline as well as the ability organize their writing (mean = 3.01) c) how how well a student can use graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free (mean = 2.89). We assessed each student's outcome using a 4-point scale (1 as Poor Achievement to 4 as Excellent Achievement).

Criteria for Student Success

Students should meet adequate achievement in the above criteria.

### **Program Success Target for this Measurement**

The literature review was assessed to measure the learning objectives. We randomly collected 50 papers from COMM 200 across the 2021-22 academic year for assessment. The papers were assessed by an assessment team using a standardized rubric for the Foundations category (4): Excellent achievement (3): Good achievement (2): Adequate achievement (1):

### Percent of Program Achieving Target

99% of students scored at the adequate level or better.

		Poor achievement. Based on the scale, the following scale represents the level each student achieved: 12-11 Excellent, 10-8 Good, 7-6 Adequate, 5-0 Poor.  The goals will be as follows: 70% of students will score at the adequate level or better.  50% of students will score at the "good" level or better.	89% of students scored at the "good" level or better.		
Methods	200, assessing Colonnade prostudent name for their evaluations.	Inho teach COMM 200 randomly selected 50 g "20%" of this papers would have been exposed that was approved called for 25 pare from each paper, we distributed the paper uations using the same rubric (attached). Es well as for each SLO criterion to judge the	ccessive; 50 papers repr pers for assessment per ers to 10 faculty membe ach paper had two revi	esents a solid rand academic year)). <i>F</i> ers who teach comi	om sample (the After deleting the munication, to ask
Based on your results, highlight	whether the pro	gram met the goal Student Learning Outcome 1		⊠ Met	☐ Not Met
Follow-Up (Provide your timeline	e for follow-up. It	f follow-up has occurred, describe how the actions	above have resulted in progr	am improvement.)	
Though we have included asserpaper to assess COMM 200 as the the Writing Across the Disc.  In 2021-22, the Communication and "good" designations. This the high scores and timing of the work to better determine the best of the second	a Foundations complines also won faculty conductions our first attempt the report (first was to integrate way to integrate the report of the r	nal Literature Review for assessing our majors ourse in the Colonnade. We have used a differ rked well for assessing students taking this counteted rubric-based analyses of the COMM 200 I tempt at using this rubric to assess the 4 writing reek of the Fall semester), we will not make an atte the rubric into the Colonnade assessment preceive from the Colonnade committee.	in the past, this represent rent rubric for assessing ourse for Colonnade credit. Final Literature Review. So to objectives designated for ty immediate plans for imp	ed one of our first ef ir majors, but the standard students scored well a r COMM 200 in the provement. In the Fa	above the "adequate" Colonnade. Given all of 2022, we will
The artifacts will be collected f for collecting and providing da		0 in Fall 22 (this will also us meet the May dea on.	dline for Colonnade asses	sment). Dr. Thompso	on will be responsible

	Student Learning Outcome 2				
Student Learning Outcome	Students will demonstrate the ability to find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare written texts.				
Measurement Instrument 1	Direct: Comm 200 Literature Review.  Students in COMM 200 demonstrate the ability to find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare written texts. In COMM 200, students are taught to research, evaluate, and incorporate supporting material in their writing. Specifically, the Comm 200 Literature Review requires students find academic sources (starting with the Research Report, which includes at least 10 potential primary or secondary academic sources located in the academic databates they can use in an academic literature review) and eventually cite 6 primary/secondary sources in their Final Lit Review in APA Format. In COMM 200, students are trained to understand, analyze, and summarize the contents of academic scholarship in the Communication discipline. This assignment develops students' competencies through written analysis of academic sources.  We used two criteria to assess the first learning outcome: (a) how well a student can demonstrate skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the Communication discipline in an academic literature review (Mean: 3.27). (b) how well a student can demonstrate can incorporate information taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis (Mean: 2.98). We assessed each student's outcome using a 4-point scale (1 as Poor Achievement to 4 as Excellent Achievement).				
Criteria for Student Success	Students should meet adequate achievement)in the above criteria.				
Program Success Target for this	Measurement       The literature review was assessed to measure the learning objectives. We randomly       Percent of Program Achieving Target				

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		collected 50 papers from COMM 200 across the 2021-22 academic year for assessment. The papers were assessed by an assessment team using a standardized rubric for the Foundations category (4): Excellent achievement (3): Good achievement (2): Adequate achievement (1): Poor achievement. Based on the scale, the following scale represents the level each student achieved: 8-7 Excellent, 6-5 Good, 4-3 Adequate, 2-0 Poor.  The goals will be as follows: 70% of students will score at the adequate level or better. 50% of students will score at the "good" level or better.	100% of students scored at the adequate level or better. 97% of students scored at the "good" level or better.		
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	Student Learning Outcome 3				
Student Learning Outcome	Students will demonstrate the ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.				
Measurement Instrument 1	Direct: Comm 200 Literature Review.				
	In COMM 200, students are taught the process of writing an academic literature review from the planning stages, which includes finding relevant primary and secondary sources to the process of revising, practicing, editing and proofreading of their paper to improve the development and clarity of their ideas through writing. Students go through several stages of the writing and research process starting with the research report in which students find 10 academic sources they could potentially use in their final papers, practice citing one of these sources in the text of their research report assignment and practice writing a bibliography in APA format. This process allows students to receive feedback from their professors, including suggestions for other sources which may be relevant to their paper and initial feedback on their writing and APA source citation. Next, students write an abbreviated literature review, using APA formatting and source citation (complete with title and reference pages). One of their sources must be a primary research study. Once again, this gives students practice with academic writing in the Communication discipline and provides feedback which helps students to begin to edit and revise their work as they begin to work towards writing their final literature review. Last, students will write a final literature review which is an expansion of their abbreviated literature review, consisting of at least six total sources and must be 5-6 pages in length. Students must edit and revise any elements noted by their professor on their abbreviated literature review and expand their paper to include the integration of at least four additional sources. This approach to teaching students how to write a literature review requires them to go through a step-by-step process which involves planning, finding academic sources, incorporating academic sources into their writing, and go through stages of editing, revising, and proofreading.				
	We used three criteria to assess the first learning outcome: (a) how well a student can demonstrate a thorough understanding of context, audience, and purpose that is responsive to the assigned task of analyzing academic				

Criteria for Student Success	research in the Communication context ( <b>mean</b> = 3.11) (b) how well a student can demonstrate detailed attention to and successful execution of a wide range of conventions particular to analyzing Communication research and how well a student can conform to the standard writing format (APA style) discipline as well as the ability organize their writing ( <b>mean</b> = 3.01) c) how how well a student can use graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free ( <b>mean</b> = 2.89). We assessed each student's outcome using a 4-point scale (1 as Poor Achievement to 4 as Excellent Achievement).  Students should meet adequate achievement in the above criteria.					
Program Success Target for this	s Measurement	The literature review was assessed to measure the learning objectives. We randomly collected 50 papers from COMM 200 across the 2021-22 academic year for assessment. The papers were assessed by an assessment team using a standardized rubric for the Foundations category (4): Excellent achievement (3): Good achievement (2): Adequate achievement (1): Poor achievement. Based on the scale, the following scale represents the level each student achieved: 12-11 Excellent, 10-8 Good, 7-6 Adequate, 5-0 Poor.  The goals will be as follows: 70% of students will score at the adequate level or better.  50% of students will score at the "good" level or better.	Percent of Program Achieving Target  99% of students scored at the adequate level or better. 89% of students scored at the "good" level or better.			
The faculty who teach COMM 200 randomly selected 50 student papers (due to the number of students in COMM 200, assessing "20%" of this papers would have been excessive; 50 papers represents a solid random sample (the Colonnade proposal that was approved called for 25 papers for assessment per academic year)). After deleting the student name from each paper, we distributed the papers to 10 faculty members who teach communication, to ask for their evaluations using the same rubric (attached). Each paper had two reviewers. We computed the mean for each paper as well as for each SLO criterion to judge the outcomes.						
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.    Met   Not Met						

Though we have included assessment of the Final Literature Review for assessing our majors in the past, this represented one of our first efforts at using this paper to assess COMM 200 as a Foundations course in the Colonnade. We have used a different rubric for assessing our majors, but the standardized rubric for the Writing Across the Disciplines also worked well for assessing students taking this course for Colonnade credit.

In 2021-22, the Communication faculty conducted rubric-based analyses of the COMM 200 Final Literature Review. Students scored well above the "adequate" and "good" designations. This was our first attempt at using this rubric to assess the 4 writing objectives designated for COMM 200 in the Colonnade. Given the high scores and timing of the report (first week of the Fall semester), we will not make any immediate plans for improvement. In the Fall of 2022, we will work to better determine the best way to integrate the rubric into the Colonnade assessment process for COMM 200. We will also work to improve the assessment process based on the feedback we receive from the Colonnade committee.

The artifacts will be collected from COMM 200 in Fall 22 (this will also us meet the May deadline for Colonnade assessment). Dr. Thompson will be responsible for collecting and providing data and information.

Student Learning Outcome 4				
Student Learning Outcome	Students will demonstrate the ability to distinguish among various kinds of evidence by identifying reliable sources and valid arguments.			
Measurement Instrument 1	Direct: Comm 200 Literature Review.  A major emphasis in COMM 200 is teaching students to use library databases to collect academic scholarship and for them to be able to understand, analyze, and summarize the contents of academic scholarship in the Communication discipline as well as to distinguish among various kinds of evidence by identifying reliable sources and valid arguments. The literature review requires students to locate reliable academic sources and to incorporate them into their written work.  We used two criteria to assess the first learning outcome: (a) how well a student can demonstrate skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the Communication discipline in an academic literature review (Mean: 3.27). (b) how well a student can demonstrate can incorporate information taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis (Mean: 2.98). We assessed each student's outcome using a 4-point scale (1 as Poor Achievement to 4 as Excellent Achievement).			

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Criteria for Student Success	Students should achieve meet adequate achievement in the above criteria.				
Program Success Target for this	Measurement	The literature review was assessed to measure the learning objectives. We randomly collected 50 papers from COMM 200 across the 2021-22 academic year for assessment. The papers were assessed by an assessment team using a standardized rubric for the Foundations category (4): Excellent achievement (3): Good achievement (2): Adequate achievement (1): Poor achievement. Based on the scale, the following scale represents the level each student achieved: 8-7 Excellent, 6-5 Good, 4-3 Adequate, 2-0 Poor.  The goals will be as follows: 70% of students will score at the adequate level or better. 50% of students will score at the "good" level or better.	Percent of Program Achieving Target  100% of students scored at the adequate level or better. 97% of students scored at the "good" level or better		
Methods	paper, we dis	who teach COMM 200 randomly selected 50 stributed the papers to 10 faculty members ric (attached). Each paper had two reviews erion to judge the outcomes.	who teach communica	tion, to ask for their	evaluations using
Based on your results, highlight	whether the pro	gram met the goal Student Learning Outcome 1.		⊠ Met	☐ Not Met
Follow-Up (Provide your timeline	for follow-up. It	f follow-up has occurred, describe how the actions a	above have resulted in progra	am improvement.)	
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		ade. We have used a different rubric for assessing or			

Disciplines also worked well for assessing students taking this course for Colonnade credit.

In 2021-22, the Communication faculty conducted rubric-based analyses of the COMM 200 Final Literature Review. Students scored well above the "adequate" and "good" designations. This was our first attempt at using this rubric to assess the 4 writing objectives designated for COMM 200 in the Colonnade. Given the high scores and timing of the report (first week of the Fall semester), we will not make any immediate plans for improvement. In the Fall of 2022, we will work to better determine the best way to integrate the rubric into the Colonnade assessment process for COMM 200. We will also work to improve the assessment process based on the feedback we receive from the Colonnade committee.

The artifacts will be collected from COMM 200 in Fall 22 (this will also us meet the May deadline for Colonnade assessment). Dr. Thompson will be responsible for collecting and providing data and information.

(4): Excellent achievement	(3): Good achievement	(2): Adequate achievement (1): Poor achievement
Identification (Paper #):	Evaluator:	Date of evaluation:

Students will demonstrate the ability to write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre.						
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)		
Context and Purpose for Writing	Demonstrates a thorough	Demonstrates adequate	Demonstrates awareness of	Demonstrates minimal attention to		
	understanding of context, audience,	consideration of context, audience,	context, audience, to the assigned	context, audience, and to the		
Score:	and purpose that is responsive to	and purpose and a clear focus on	task(s) (e.g., begins to show	assigned task(s) (e.g., expectation of		
	the assigned task(s) and focuses on	the assigned task(s) (e.g., task aligns	awareness of audience's	instructor or self as audience).		
	all elements of the work.	with audience, purpose, and	perceptions and assumptions).			
		context).				
Genre and Disciplinary	Demonstrates detailed attention to	Demonstrates consistent use of	Follows expectations appropriate to	Attempts to use a consistent system		
Conventions	and successful execution of a wide	important conventions particular to	a specific discipline and/or writing	for basic organization and		
	range of conventions particular to a	a specific discipline and/or writing	task(s) for basic organization,	presentation.		
Score:	specific discipline and/or writing	task(s) including organization,	content, and presentation.			
	task(s) including organization,	content, presentation, formatting,				
	content, presentation, formatting,	and stylistic choices.				
	and stylistic choices.					
Students will demonstrate the ability	to find, analyze, and cite pertinent pri	mary and secondary sources, including	academic databases, to prepare speed	ches and written texts.		
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)		
Use of Sources	Demonstrates skillful use of high-	Demonstrates consistent use of	Demonstrates an attempt to use	Demonstrates an attempt to use		
	quality, credible, relevant sources to	high-quality, credible, relevant	credible and/or relevant sources to	sources to support ideas in the		
Score:	develop ideas that are appropriate	sources to support ideas that are	support ideas that are appropriate	writing.		
	for the discipline and genre of the	situated within the discipline and	for the discipline and genre of the			
	writing.	genre of the writing.	writing.			
Students will demonstrate the ability	to identify, analyze, and evaluate stat	ements, assumptions, and conclusions	representing diverse points of view; a	nd construct informed, sustained,		
and ethical arguments in response.	,			,		
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)		
Evidence	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)		
	with enough interpretation/	with enough interpretation/	with some interpretation/	without any interpretation/		
Score:	evaluation to develop a	evaluation to develop a coherent	evaluation, but not enough to	evaluation. Viewpoints of experts		
	comprehensive analysis or	analysis or synthesis. Viewpoints of	develop a coherent analysis or	are taken as fact, without question.		
	synthesis. Viewpoints of experts	experts are subject to questioning.	synthesis. Viewpoints of experts			
	are questioned thoroughly.		are taken as mostly fact, with little			
			questioning.			
Students will demonstrate the ability	to plan, organize, revise, practice, edit	t, and proofread to improve the develo	pment and clarity of ideas.			
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)		

Control of Syntax and Mechanics	Uses graceful language that skillfully	Uses straightforward language that	Uses language that generally	Uses language that sometimes
	communicates meaning to readers	generally conveys meaning to	conveys meaning to readers with	impedes meaning because of errors
Score:	with clarity and fluency, and is	readers. The language in the	clarity, although writing may	in usage.
	virtually error-free.	portfolio has few errors.	include some errors.	

(4): Excellent achievement	(3): Good achievement	(2): Adequate achievement (1): Poor achievement	
Identification (Paper #):	Evaluator:	Date of evaluation:	

Students will demonstrate the ability	to write clear and effective prose in se			
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Context and Purpose for Writing	Demonstrates a thorough	Demonstrates adequate	Demonstrates awareness of	Demonstrates minimal attention to
	understanding of context, audience,	consideration of context, audience,	context, audience, to the assigned	context, audience, and to the
Score:	and purpose that is responsive to	and purpose and a clear focus on	task(s) (e.g., begins to show	assigned task(s) (e.g., expectation of
	the assigned task(s) and focuses on	the assigned task(s) (e.g., task aligns	awareness of audience's	instructor or self as audience).
	all elements of the work.	with audience, purpose, and	perceptions and assumptions).	
		context).		
Genre and Disciplinary	Demonstrates detailed attention to	Demonstrates consistent use of	Follows expectations appropriate to	Attempts to use a consistent system
Conventions	and successful execution of a wide	important conventions particular to	a specific discipline and/or writing	for basic organization and
	range of conventions particular to a	a specific discipline and/or writing	task(s) for basic organization,	presentation.
Score:	specific discipline and/or writing	task(s) including organization,	content, and presentation.	
	task(s) including organization,	content, presentation, formatting,		
	content, presentation, formatting,	and stylistic choices.		
	and stylistic choices.			
Students will demonstrate the ability to find, analyze, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts.				
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Use of Sources	Demonstrates skillful use of high-	Demonstrates consistent use of	Demonstrates an attempt to use	Demonstrates an attempt to use
	quality, credible, relevant sources to	high-quality, credible, relevant	credible and/or relevant sources to	sources to support ideas in the
Score:	develop ideas that are appropriate	sources to support ideas that are	support ideas that are appropriate	writing.
	for the discipline and genre of the	situated within the discipline and	for the discipline and genre of the	
	writing.	genre of the writing.	writing.	
Students will demonstrate the ability	to identify, analyze, and evaluate stat	ements, assumptions, and conclusions	representing diverse points of view; a	nd construct informed, sustained,
and ethical arguments in response.				
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Evidence	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)
	with enough interpretation/	with enough interpretation/	with some interpretation/	without any interpretation/
Score:	evaluation to develop a	evaluation to develop a coherent	evaluation, but not enough to	evaluation. Viewpoints of experts
	comprehensive analysis or	analysis or synthesis. Viewpoints of	develop a coherent analysis or	are taken as fact, without question.
	synthesis. Viewpoints of experts	experts are subject to questioning.	synthesis. Viewpoints of experts	
	are questioned thoroughly.		are taken as mostly fact, with little	
			questioning.	
Students will demonstrate the ability	to plan, organize, revise, practice, edit	, and proofread to improve the develo	pment and clarity of ideas.	
-	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)

Control of Syntax and Mechanics	Uses graceful language that skillfully	Uses straightforward language that	Uses language that generally	Uses language that sometimes
	communicates meaning to readers	generally conveys meaning to	conveys meaning to readers with	impedes meaning because of errors
Score:	with clarity and fluency, and is	readers. The language in the	clarity, although writing may	in usage.
	virtually error-free.	portfolio has few errors.	include some errors.	

(4): Excellent achievement	(3): Good achievement	(2): Adequate achievement (1): Poor achievement
Identification (Paper #):	Evaluator:	Date of evaluation:

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	
Context and Purpose for Writing	Demonstrates a thorough	Demonstrates adequate	Demonstrates awareness of	Demonstrates minimal attention to	
	understanding of context, audience,	consideration of context, audience,	context, audience, to the assigned	context, audience, and to the	
Score:	and purpose that is responsive to	and purpose and a clear focus on	task(s) (e.g., begins to show	assigned task(s) (e.g., expectation of	
	the assigned task(s) and focuses on	the assigned task(s) (e.g., task aligns	awareness of audience's	instructor or self as audience).	
	all elements of the work.	with audience, purpose, and context).	perceptions and assumptions).	,	
Genre and Disciplinary	Demonstrates detailed attention to	Demonstrates consistent use of	Follows expectations appropriate to	Attempts to use a consistent system	
Conventions	and successful execution of a wide	important conventions particular to	a specific discipline and/or writing	for basic organization and	
	range of conventions particular to a	a specific discipline and/or writing	task(s) for basic organization,	presentation.	
Score:	specific discipline and/or writing	task(s) including organization,	content, and presentation.	presentation	
	task(s) including organization,	content, presentation, formatting,	, , , , , , , , , , , , , , , , , , ,		
	content, presentation, formatting,	and stylistic choices.			
	and stylistic choices.	,			
Students will demonstrate the ability	Students will demonstrate the ability to find, analyze, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts.				
-	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	
Use of Sources	Demonstrates skillful use of high-	Demonstrates consistent use of	Demonstrates an attempt to use	Demonstrates an attempt to use	
	quality, credible, relevant sources to	high-quality, credible, relevant	credible and/or relevant sources to	sources to support ideas in the	
Score:	develop ideas that are appropriate	sources to support ideas that are	support ideas that are appropriate	writing.	
	for the discipline and genre of the	situated within the discipline and	for the discipline and genre of the		
	writing.	genre of the writing.	writing.		
Students will demonstrate the ability	to identify, analyze, and evaluate stat	ements, assumptions, and conclusions	representing diverse points of view; ar	nd construct informed, sustained,	
and ethical arguments in response.					
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	
Evidence	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)	
	with enough interpretation/	with enough interpretation/	with some interpretation/	without any interpretation/	
Score:	evaluation to develop a	evaluation to develop a coherent	evaluation, but not enough to	evaluation. Viewpoints of experts	
	comprehensive analysis or	analysis or synthesis. Viewpoints of	develop a coherent analysis or	are taken as fact, without question.	
	synthesis. Viewpoints of experts	experts are subject to questioning.	synthesis. Viewpoints of experts		
	are questioned thoroughly.		are taken as mostly fact, with little		
	1		questioning.		
Students will demonstrate the ability	/ to plan, organize, revise, practice, edit Capstone (4)	t, and proofread to improve the develo Milestone (3)		Benchmark (1)	

Control of Syntax and Mechanics	Uses graceful language that skillfully	Uses straightforward language that	Uses language that generally	Uses language that sometimes
	communicates meaning to readers	generally conveys meaning to	conveys meaning to readers with	impedes meaning because of errors
Score:	with clarity and fluency, and is	readers. The language in the	clarity, although writing may	in usage.
	virtually error-free.	portfolio has few errors.	include some errors.	

( )) Excellent delinevellient	(o). Good demerement	(2): Adequate achievement (1): Poor achievement
Identification (Paper #):	Evaluator:	Date of evaluation:

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Context and Purpose for Writing	Demonstrates a thorough	Demonstrates adequate	Demonstrates awareness of	Demonstrates minimal attention to
	understanding of context, audience,	consideration of context, audience,	context, audience, to the assigned	context, audience, and to the
Score:	and purpose that is responsive to	and purpose and a clear focus on	task(s) (e.g., begins to show	assigned task(s) (e.g., expectation of
	the assigned task(s) and focuses on	the assigned task(s) (e.g., task aligns	awareness of audience's	instructor or self as audience).
	all elements of the work.	with audience, purpose, and context).	perceptions and assumptions).	
Genre and Disciplinary	Demonstrates detailed attention to	Demonstrates consistent use of	Follows expectations appropriate to	Attempts to use a consistent system
Conventions	and successful execution of a wide	important conventions particular to	a specific discipline and/or writing	for basic organization and
	range of conventions particular to a	a specific discipline and/or writing	task(s) for basic organization,	presentation.
Score:	specific discipline and/or writing	task(s) including organization,	content, and presentation.	
	task(s) including organization,	content, presentation, formatting,		
	content, presentation, formatting,	and stylistic choices.		
	and stylistic choices.			
Students will demonstrate the ability to find, analyze, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts.				
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Use of Sources	Demonstrates skillful use of high-	Demonstrates consistent use of	Demonstrates an attempt to use	Demonstrates an attempt to use
	quality, credible, relevant sources to	high-quality, credible, relevant	credible and/or relevant sources to	sources to support ideas in the
Score:	develop ideas that are appropriate	sources to support ideas that are	support ideas that are appropriate	writing.
	for the discipline and genre of the	situated within the discipline and	for the discipline and genre of the	
	writing.	genre of the writing.	writing.	
	y to identify, analyze, and evaluate stat	ements, assumptions, and conclusions	representing diverse points of view; a	nd construct informed, sustained,
and ethical arguments in response.				
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Evidence	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)
	with enough interpretation/	with enough interpretation/	with some interpretation/	without any interpretation/
Score:	evaluation to develop a	evaluation to develop a coherent	evaluation, but not enough to	evaluation. Viewpoints of experts
	comprehensive analysis or	analysis or synthesis. Viewpoints of	develop a coherent analysis or	are taken as fact, without question.
	synthesis. Viewpoints of experts	experts are subject to questioning.	synthesis. Viewpoints of experts	
	are questioned thoroughly.		are taken as mostly fact, with little	
			questioning.	
Students will demonstrate the abilit	y to plan, organize, revise, practice, edit		i	<u></u>
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)

Control of Syntax and Mechanics	Uses graceful language that skillfully	Uses straightforward language that	Uses language that generally	Uses language that sometimes
	communicates meaning to readers	generally conveys meaning to	conveys meaning to readers with	impedes meaning because of errors
Score:	with clarity and fluency, and is	readers. The language in the	clarity, although writing may	in usage.
	virtually error-free.	portfolio has few errors.	include some errors.	

( )) Excellent delinevellient	(o). Good demerement	(2): Adequate achievement (1): Poor achievement
Identification (Paper #):	Evaluator:	Date of evaluation:

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Context and Purpose for Writing	Demonstrates a thorough	Demonstrates adequate	Demonstrates awareness of	Demonstrates minimal attention to
	understanding of context, audience,	consideration of context, audience,	context, audience, to the assigned	context, audience, and to the
Score:	and purpose that is responsive to	and purpose and a clear focus on	task(s) (e.g., begins to show	assigned task(s) (e.g., expectation of
	the assigned task(s) and focuses on	the assigned task(s) (e.g., task aligns	awareness of audience's	instructor or self as audience).
	all elements of the work.	with audience, purpose, and context).	perceptions and assumptions).	
Genre and Disciplinary	Demonstrates detailed attention to	Demonstrates consistent use of	Follows expectations appropriate to	Attempts to use a consistent system
Conventions	and successful execution of a wide	important conventions particular to	a specific discipline and/or writing	for basic organization and
	range of conventions particular to a	a specific discipline and/or writing	task(s) for basic organization,	presentation.
Score:	specific discipline and/or writing	task(s) including organization,	content, and presentation.	
	task(s) including organization,	content, presentation, formatting,		
	content, presentation, formatting,	and stylistic choices.		
	and stylistic choices.			
Students will demonstrate the ability to find, analyze, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts.				
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Use of Sources	Demonstrates skillful use of high-	Demonstrates consistent use of	Demonstrates an attempt to use	Demonstrates an attempt to use
	quality, credible, relevant sources to	high-quality, credible, relevant	credible and/or relevant sources to	sources to support ideas in the
Score:	develop ideas that are appropriate	sources to support ideas that are	support ideas that are appropriate	writing.
	for the discipline and genre of the	situated within the discipline and	for the discipline and genre of the	
	writing.	genre of the writing.	writing.	
	y to identify, analyze, and evaluate stat	ements, assumptions, and conclusions	representing diverse points of view; a	nd construct informed, sustained,
and ethical arguments in response.				
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Evidence	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)
	with enough interpretation/	with enough interpretation/	with some interpretation/	without any interpretation/
Score:	evaluation to develop a	evaluation to develop a coherent	evaluation, but not enough to	evaluation. Viewpoints of experts
	comprehensive analysis or	analysis or synthesis. Viewpoints of	develop a coherent analysis or	are taken as fact, without question.
	synthesis. Viewpoints of experts	experts are subject to questioning.	synthesis. Viewpoints of experts	
	are questioned thoroughly.		are taken as mostly fact, with little	
			questioning.	
Students will demonstrate the abilit	y to plan, organize, revise, practice, edit		i	<u></u>
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)

Control of Syntax and Mechanics	Uses graceful language that skillfully	Uses straightforward language that	Uses language that generally	Uses language that sometimes
	communicates meaning to readers	generally conveys meaning to	conveys meaning to readers with	impedes meaning because of errors
Score:	with clarity and fluency, and is	readers. The language in the	clarity, although writing may	in usage.
	virtually error-free.	portfolio has few errors.	include some errors.	

Identification (Paper #):	Evaluator:	Date of evaluation:	

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	
Context and Purpose for Writing	Demonstrates a thorough	Demonstrates adequate	Demonstrates awareness of	Demonstrates minimal attention to	
	understanding of context, audience,	consideration of context, audience,	context, audience, to the assigned	context, audience, and to the	
Score:	and purpose that is responsive to	and purpose and a clear focus on	task(s) (e.g., begins to show	assigned task(s) (e.g., expectation of	
	the assigned task(s) and focuses on	the assigned task(s) (e.g., task aligns	awareness of audience's	instructor or self as audience).	
	all elements of the work.	with audience, purpose, and context).	perceptions and assumptions).		
Genre and Disciplinary	Demonstrates detailed attention to	Demonstrates consistent use of	Follows expectations appropriate to	Attempts to use a consistent system	
Conventions	and successful execution of a wide	important conventions particular to	a specific discipline and/or writing	for basic organization and	
	range of conventions particular to a	a specific discipline and/or writing	task(s) for basic organization,	presentation.	
Score:	specific discipline and/or writing	task(s) including organization,	content, and presentation.		
	task(s) including organization,	content, presentation, formatting,			
	content, presentation, formatting,	and stylistic choices.			
	and stylistic choices.				
Students will demonstrate the ability to find, analyze, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts.					
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	
Use of Sources	Demonstrates skillful use of high-	Demonstrates consistent use of	Demonstrates an attempt to use	Demonstrates an attempt to use	
	quality, credible, relevant sources to	high-quality, credible, relevant	credible and/or relevant sources to	sources to support ideas in the	
Score:	develop ideas that are appropriate	sources to support ideas that are	support ideas that are appropriate	writing.	
	for the discipline and genre of the	situated within the discipline and	for the discipline and genre of the		
	writing.	genre of the writing.	writing.		
	y to identify, analyze, and evaluate stat	ements, assumptions, and conclusions	representing diverse points of view; a	nd construct informed, sustained,	
and ethical arguments in response.					
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	
Evidence	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)	
	with enough interpretation/	with enough interpretation/	with some interpretation/	without any interpretation/	
Score:	evaluation to develop a	evaluation to develop a coherent	evaluation, but not enough to	evaluation. Viewpoints of experts	
	comprehensive analysis or	analysis or synthesis. Viewpoints of	develop a coherent analysis or	are taken as fact, without question.	
	synthesis. Viewpoints of experts	experts are subject to questioning.	synthesis. Viewpoints of experts		
	are questioned thoroughly.		are taken as mostly fact, with little		
			questioning.		
Students will demonstrate the abilit	y to plan, organize, revise, practice, edit		i	<u></u>	
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	

Control of Syntax and Mechanics	Uses graceful language that skillfully	Uses straightforward language that	Uses language that generally	Uses language that sometimes
	communicates meaning to readers	generally conveys meaning to	conveys meaning to readers with	impedes meaning because of errors
Score:	with clarity and fluency, and is	readers. The language in the	clarity, although writing may	in usage.
	virtually error-free.	portfolio has few errors.	include some errors.	

Identification (Paper #):	Evaluator:	Date of evaluation:	
(4): Excellent achievement	(3): Good achievement	(2): Adequate achievement (1): Poor achievement	

Students will demonstrate the ability	to write clear and effective prose in se	everal forms, using conventions approp	oriate to audience (including academic	audiences), purpose, and genre.
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Context and Purpose for Writing	Demonstrates a thorough	Demonstrates adequate	Demonstrates awareness of	Demonstrates minimal attention to
	understanding of context, audience,	consideration of context, audience,	context, audience, to the assigned	context, audience, and to the
Score:	and purpose that is responsive to	and purpose and a clear focus on	task(s) (e.g., begins to show	assigned task(s) (e.g., expectation of
	the assigned task(s) and focuses on	the assigned task(s) (e.g., task aligns	awareness of audience's	instructor or self as audience).
	all elements of the work.	with audience, purpose, and	perceptions and assumptions).	
		context).		
Genre and Disciplinary	Demonstrates detailed attention to	Demonstrates consistent use of	Follows expectations appropriate to	Attempts to use a consistent system
Conventions	and successful execution of a wide	important conventions particular to	a specific discipline and/or writing	for basic organization and
	range of conventions particular to a	a specific discipline and/or writing	task(s) for basic organization,	presentation.
Score:	specific discipline and/or writing	task(s) including organization,	content, and presentation.	
	task(s) including organization,	content, presentation, formatting,		
	content, presentation, formatting,	and stylistic choices.		
	and stylistic choices.			
Students will demonstrate the ability to find, analyze, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts.				
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Use of Sources	Demonstrates skillful use of high-	Demonstrates consistent use of	Demonstrates an attempt to use	Demonstrates an attempt to use
	quality, credible, relevant sources to	high-quality, credible, relevant	credible and/or relevant sources to	sources to support ideas in the
Score:	develop ideas that are appropriate	sources to support ideas that are	support ideas that are appropriate	writing.
	for the discipline and genre of the	situated within the discipline and	for the discipline and genre of the	
	writing.	genre of the writing.	writing.	
	to identify, analyze, and evaluate stat	ements, assumptions, and conclusions	representing diverse points of view; a	nd construct informed, sustained,
and ethical arguments in response.	1		r	T
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Evidence	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)
	with enough interpretation/	with enough interpretation/	with some interpretation/	without any interpretation/
Score:	evaluation to develop a	evaluation to develop a coherent	evaluation, but not enough to	evaluation. Viewpoints of experts
	comprehensive analysis or	analysis or synthesis. Viewpoints of	develop a coherent analysis or	are taken as fact, without question.
	synthesis. Viewpoints of experts	experts are subject to questioning.	synthesis. Viewpoints of experts	
	are questioned thoroughly.		are taken as mostly fact, with little	
			questioning.	
Students will demonstrate the ability	to plan, organize, revise, practice, edit		i	T
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)

Control of Syntax and Mechanics	Uses graceful language that skillfully	Uses straightforward language that	Uses language that generally	Uses language that sometimes
	communicates meaning to readers	generally conveys meaning to	conveys meaning to readers with	impedes meaning because of errors
Score:	with clarity and fluency, and is	readers. The language in the	clarity, although writing may	in usage.
	virtually error-free.	portfolio has few errors.	include some errors.	

Identification (Paper #):	Evaluator:	Date of evaluation:	

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	
Context and Purpose for Writing	Demonstrates a thorough	Demonstrates adequate	Demonstrates awareness of	Demonstrates minimal attention to	
	understanding of context, audience,	consideration of context, audience,	context, audience, to the assigned	context, audience, and to the	
Score:	and purpose that is responsive to	and purpose and a clear focus on	task(s) (e.g., begins to show	assigned task(s) (e.g., expectation of	
	the assigned task(s) and focuses on	the assigned task(s) (e.g., task aligns	awareness of audience's	instructor or self as audience).	
	all elements of the work.	with audience, purpose, and context).	perceptions and assumptions).		
Genre and Disciplinary	Demonstrates detailed attention to	Demonstrates consistent use of	Follows expectations appropriate to	Attempts to use a consistent system	
Conventions	and successful execution of a wide	important conventions particular to	a specific discipline and/or writing	for basic organization and	
	range of conventions particular to a	a specific discipline and/or writing	task(s) for basic organization,	presentation.	
Score:	specific discipline and/or writing	task(s) including organization,	content, and presentation.		
	task(s) including organization,	content, presentation, formatting,			
	content, presentation, formatting,	and stylistic choices.			
	and stylistic choices.				
Students will demonstrate the ability to find, analyze, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts.					
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	
Use of Sources	Demonstrates skillful use of high-	Demonstrates consistent use of	Demonstrates an attempt to use	Demonstrates an attempt to use	
	quality, credible, relevant sources to	high-quality, credible, relevant	credible and/or relevant sources to	sources to support ideas in the	
Score:	develop ideas that are appropriate	sources to support ideas that are	support ideas that are appropriate	writing.	
	for the discipline and genre of the	situated within the discipline and	for the discipline and genre of the		
	writing.	genre of the writing.	writing.		
	y to identify, analyze, and evaluate stat	ements, assumptions, and conclusions	representing diverse points of view; a	nd construct informed, sustained,	
and ethical arguments in response.					
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	
Evidence	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)	
	with enough interpretation/	with enough interpretation/	with some interpretation/	without any interpretation/	
Score:	evaluation to develop a	evaluation to develop a coherent	evaluation, but not enough to	evaluation. Viewpoints of experts	
	comprehensive analysis or	analysis or synthesis. Viewpoints of	develop a coherent analysis or	are taken as fact, without question.	
	synthesis. Viewpoints of experts	experts are subject to questioning.	synthesis. Viewpoints of experts		
	are questioned thoroughly.		are taken as mostly fact, with little		
			questioning.		
Students will demonstrate the abilit	y to plan, organize, revise, practice, edit		i	<u></u>	
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	

Control of Syntax and Mechanics	Uses graceful language that skillfully	Uses straightforward language that	Uses language that generally	Uses language that sometimes
	communicates meaning to readers	generally conveys meaning to	conveys meaning to readers with	impedes meaning because of errors
Score:	with clarity and fluency, and is	readers. The language in the	clarity, although writing may	in usage.
	virtually error-free.	portfolio has few errors.	include some errors.	

Identification (Paper #):	Evaluator:	Date of evaluation:	
(4): Excellent achievement	(3): Good achievement	(2): Adequate achievement (1): Poor achievement	

Students will demonstrate the ability	to write clear and effective prose in se	everal forms, using conventions approp	oriate to audience (including academic	audiences), purpose, and genre.
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Context and Purpose for Writing	Demonstrates a thorough	Demonstrates adequate	Demonstrates awareness of	Demonstrates minimal attention to
	understanding of context, audience,	consideration of context, audience,	context, audience, to the assigned	context, audience, and to the
Score:	and purpose that is responsive to	and purpose and a clear focus on	task(s) (e.g., begins to show	assigned task(s) (e.g., expectation of
	the assigned task(s) and focuses on	the assigned task(s) (e.g., task aligns	awareness of audience's	instructor or self as audience).
	all elements of the work.	with audience, purpose, and	perceptions and assumptions).	
		context).		
Genre and Disciplinary	Demonstrates detailed attention to	Demonstrates consistent use of	Follows expectations appropriate to	Attempts to use a consistent system
Conventions	and successful execution of a wide	important conventions particular to	a specific discipline and/or writing	for basic organization and
	range of conventions particular to a	a specific discipline and/or writing	task(s) for basic organization,	presentation.
Score:	specific discipline and/or writing	task(s) including organization,	content, and presentation.	
	task(s) including organization,	content, presentation, formatting,		
	content, presentation, formatting,	and stylistic choices.		
	and stylistic choices.			
Students will demonstrate the ability to find, analyze, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts.				
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Use of Sources	Demonstrates skillful use of high-	Demonstrates consistent use of	Demonstrates an attempt to use	Demonstrates an attempt to use
	quality, credible, relevant sources to	high-quality, credible, relevant	credible and/or relevant sources to	sources to support ideas in the
Score:	develop ideas that are appropriate	sources to support ideas that are	support ideas that are appropriate	writing.
	for the discipline and genre of the	situated within the discipline and	for the discipline and genre of the	
	writing.	genre of the writing.	writing.	
	to identify, analyze, and evaluate stat	ements, assumptions, and conclusions	representing diverse points of view; a	nd construct informed, sustained,
and ethical arguments in response.	1		r	T
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Evidence	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)
	with enough interpretation/	with enough interpretation/	with some interpretation/	without any interpretation/
Score:	evaluation to develop a	evaluation to develop a coherent	evaluation, but not enough to	evaluation. Viewpoints of experts
	comprehensive analysis or	analysis or synthesis. Viewpoints of	develop a coherent analysis or	are taken as fact, without question.
	synthesis. Viewpoints of experts	experts are subject to questioning.	synthesis. Viewpoints of experts	
	are questioned thoroughly.		are taken as mostly fact, with little	
			questioning.	
Students will demonstrate the ability	to plan, organize, revise, practice, edit		i	T
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)

Control of Syntax and Mechanics	Uses graceful language that skillfully	Uses straightforward language that	Uses language that generally	Uses language that sometimes
	communicates meaning to readers	generally conveys meaning to	conveys meaning to readers with	impedes meaning because of errors
Score:	with clarity and fluency, and is	readers. The language in the	clarity, although writing may	in usage.
	virtually error-free.	portfolio has few errors.	include some errors.	

Identification (Paper #):	Evaluator:	Date of evaluation:	

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Context and Purpose for Writing	Demonstrates a thorough	Demonstrates adequate	Demonstrates awareness of	Demonstrates minimal attention to
	understanding of context, audience,	consideration of context, audience,	context, audience, to the assigned	context, audience, and to the
Score:	and purpose that is responsive to	and purpose and a clear focus on	task(s) (e.g., begins to show	assigned task(s) (e.g., expectation of
	the assigned task(s) and focuses on	the assigned task(s) (e.g., task aligns	awareness of audience's	instructor or self as audience).
	all elements of the work.	with audience, purpose, and context).	perceptions and assumptions).	
Genre and Disciplinary	Demonstrates detailed attention to	Demonstrates consistent use of	Follows expectations appropriate to	Attempts to use a consistent system
Conventions	and successful execution of a wide	important conventions particular to	a specific discipline and/or writing	for basic organization and
	range of conventions particular to a	a specific discipline and/or writing	task(s) for basic organization,	presentation.
Score:	specific discipline and/or writing	task(s) including organization,	content, and presentation.	
	task(s) including organization,	content, presentation, formatting,		
	content, presentation, formatting,	and stylistic choices.		
	and stylistic choices.			
Students will demonstrate the abilit	y to find, analyze, and cite pertinent pri	mary and secondary sources, including	academic databases, to prepare speed	ches and written texts.
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Use of Sources	Demonstrates skillful use of high-	Demonstrates consistent use of	Demonstrates an attempt to use	Demonstrates an attempt to use
	quality, credible, relevant sources to	high-quality, credible, relevant	credible and/or relevant sources to	sources to support ideas in the
Score:	develop ideas that are appropriate	sources to support ideas that are	support ideas that are appropriate	writing.
	for the discipline and genre of the	situated within the discipline and	for the discipline and genre of the	
	writing.	genre of the writing.	writing.	
	y to identify, analyze, and evaluate stat	ements, assumptions, and conclusions	representing diverse points of view; a	nd construct informed, sustained,
and ethical arguments in response.				
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Evidence	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)
	with enough interpretation/	with enough interpretation/	with some interpretation/	without any interpretation/
Score:	evaluation to develop a	evaluation to develop a coherent	evaluation, but not enough to	evaluation. Viewpoints of experts
	comprehensive analysis or	analysis or synthesis. Viewpoints of	develop a coherent analysis or	are taken as fact, without question.
	synthesis. Viewpoints of experts	experts are subject to questioning.	synthesis. Viewpoints of experts	
	are questioned thoroughly.		are taken as mostly fact, with little	
			questioning.	
Students will demonstrate the abilit	y to plan, organize, revise, practice, edit		i	<u></u>
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)

Control of Syntax and Mechanics	Uses graceful language that skillfully	Uses straightforward language that	Uses language that generally	Uses language that sometimes
	communicates meaning to readers	generally conveys meaning to	conveys meaning to readers with	impedes meaning because of errors
Score:	with clarity and fluency, and is	readers. The language in the	clarity, although writing may	in usage.
	virtually error-free.	portfolio has few errors.	include some errors.	

(4): Excellent achievement	(3): Good achievement (2): Ad	equate achievement (1): Poor achievement	
Identification (Paper #):	Evaluator:	Date of evaluation:	

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Context and Purpose for Writing	Demonstrates a thorough	Demonstrates adequate	Demonstrates awareness of	Demonstrates minimal attention to
	understanding of context, audience,	consideration of context, audience,	context, audience, to the assigned	context, audience, and to the
Score:	and purpose that is responsive to	and purpose and a clear focus on	task(s) (e.g., begins to show	assigned task(s) (e.g., expectation of
	the assigned task(s) and focuses on	the assigned task(s) (e.g., task aligns	awareness of audience's	instructor or self as audience).
	all elements of the work.	with audience, purpose, and context).	perceptions and assumptions).	
Genre and Disciplinary	Demonstrates detailed attention to	Demonstrates consistent use of	Follows expectations appropriate to	Attempts to use a consistent system
Conventions	and successful execution of a wide	important conventions particular to	a specific discipline and/or writing	for basic organization and
	range of conventions particular to a	a specific discipline and/or writing	task(s) for basic organization,	presentation.
Score:	specific discipline and/or writing	task(s) including organization,	content, and presentation.	
	task(s) including organization,	content, presentation, formatting,		
	content, presentation, formatting,	and stylistic choices.		
	and stylistic choices.			
Students will demonstrate the abilit	y to find, analyze, and cite pertinent pri	mary and secondary sources, including	academic databases, to prepare speed	ches and written texts.
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Use of Sources	Demonstrates skillful use of high-	Demonstrates consistent use of	Demonstrates an attempt to use	Demonstrates an attempt to use
	quality, credible, relevant sources to	high-quality, credible, relevant	credible and/or relevant sources to	sources to support ideas in the
Score:	develop ideas that are appropriate	sources to support ideas that are	support ideas that are appropriate	writing.
	for the discipline and genre of the	situated within the discipline and	for the discipline and genre of the	
	writing.	genre of the writing.	writing.	
	y to identify, analyze, and evaluate stat	ements, assumptions, and conclusions	representing diverse points of view; a	nd construct informed, sustained,
and ethical arguments in response.				
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Evidence	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)
	with enough interpretation/	with enough interpretation/	with some interpretation/	without any interpretation/
Score:	evaluation to develop a	evaluation to develop a coherent	evaluation, but not enough to	evaluation. Viewpoints of experts
	comprehensive analysis or	analysis or synthesis. Viewpoints of	develop a coherent analysis or	are taken as fact, without question.
	synthesis. Viewpoints of experts	experts are subject to questioning.	synthesis. Viewpoints of experts	
	are questioned thoroughly.		are taken as mostly fact, with little	
			questioning.	
Students will demonstrate the abilit	y to plan, organize, revise, practice, edit		i	<u></u>
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)

Control of Syntax and Mechanics	Uses graceful language that skillfully	Uses straightforward language that	Uses language that generally	Uses language that sometimes
	communicates meaning to readers	generally conveys meaning to	conveys meaning to readers with	impedes meaning because of errors
Score:	with clarity and fluency, and is	readers. The language in the	clarity, although writing may	in usage.
	virtually error-free.	portfolio has few errors.	include some errors.	

(4): Excellent achievement	(3): Good achievement	(2): Adequate achievement (1): Poor achievement	
Identification (Paper #):	Evaluator:	Date of evaluation:	

Students will demonstrate the ability	to write clear and effective prose in se			
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Context and Purpose for Writing	Demonstrates a thorough	Demonstrates adequate	Demonstrates awareness of	Demonstrates minimal attention to
	understanding of context, audience,	consideration of context, audience,	context, audience, to the assigned	context, audience, and to the
Score:	and purpose that is responsive to	and purpose and a clear focus on	task(s) (e.g., begins to show	assigned task(s) (e.g., expectation of
	the assigned task(s) and focuses on	the assigned task(s) (e.g., task aligns	awareness of audience's	instructor or self as audience).
	all elements of the work.	with audience, purpose, and	perceptions and assumptions).	
		context).		
Genre and Disciplinary	Demonstrates detailed attention to	Demonstrates consistent use of	Follows expectations appropriate to	Attempts to use a consistent system
Conventions	and successful execution of a wide	important conventions particular to	a specific discipline and/or writing	for basic organization and
	range of conventions particular to a	a specific discipline and/or writing	task(s) for basic organization,	presentation.
Score:	specific discipline and/or writing	task(s) including organization,	content, and presentation.	
	task(s) including organization,	content, presentation, formatting,		
	content, presentation, formatting,	and stylistic choices.		
	and stylistic choices.			
Students will demonstrate the ability	to find, analyze, and cite pertinent pri	mary and secondary sources, including	academic databases, to prepare speed	ches and written texts.
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Use of Sources	Demonstrates skillful use of high-	Demonstrates consistent use of	Demonstrates an attempt to use	Demonstrates an attempt to use
	quality, credible, relevant sources to	high-quality, credible, relevant	credible and/or relevant sources to	sources to support ideas in the
Score:	develop ideas that are appropriate	sources to support ideas that are	support ideas that are appropriate	writing.
	for the discipline and genre of the	situated within the discipline and	for the discipline and genre of the	
	writing.	genre of the writing.	writing.	
Students will demonstrate the ability	to identify, analyze, and evaluate stat	ements, assumptions, and conclusions	representing diverse points of view; a	nd construct informed, sustained,
and ethical arguments in response.				
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Evidence	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)
	with enough interpretation/	with enough interpretation/	with some interpretation/	without any interpretation/
Score:	evaluation to develop a	evaluation to develop a coherent	evaluation, but not enough to	evaluation. Viewpoints of experts
	comprehensive analysis or	analysis or synthesis. Viewpoints of	develop a coherent analysis or	are taken as fact, without question.
	synthesis. Viewpoints of experts	experts are subject to questioning.	synthesis. Viewpoints of experts	
	are questioned thoroughly.		are taken as mostly fact, with little	
			questioning.	
Students will demonstrate the ability	to plan, organize, revise, practice, edit	, and proofread to improve the develo	pment and clarity of ideas.	
-	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)

Control of Syntax and Mechanics	Uses graceful language that skillfully	Uses straightforward language that	Uses language that generally	Uses language that sometimes
	communicates meaning to readers	generally conveys meaning to	conveys meaning to readers with	impedes meaning because of errors
Score:	with clarity and fluency, and is	readers. The language in the	clarity, although writing may	in usage.
	virtually error-free.	portfolio has few errors.	include some errors.	

(4): Excellent achievement	(3): Good achievement	(2): Adequate achievement (1): Poor achievement
Identification (Paper #):	Evaluator:	Date of evaluation:

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)		
Context and Purpose for Writing	Demonstrates a thorough	Demonstrates adequate	Demonstrates awareness of	Demonstrates minimal attention to		
	understanding of context, audience,	consideration of context, audience,	context, audience, to the assigned	context, audience, and to the		
Score:	and purpose that is responsive to	and purpose and a clear focus on	task(s) (e.g., begins to show	assigned task(s) (e.g., expectation of		
	the assigned task(s) and focuses on	the assigned task(s) (e.g., task aligns	awareness of audience's	instructor or self as audience).		
	all elements of the work.	with audience, purpose, and context).	perceptions and assumptions).	,		
Genre and Disciplinary	Demonstrates detailed attention to	Demonstrates consistent use of	Follows expectations appropriate to	Attempts to use a consistent system		
Conventions	and successful execution of a wide	important conventions particular to	a specific discipline and/or writing	for basic organization and		
	range of conventions particular to a	a specific discipline and/or writing	task(s) for basic organization,	presentation.		
Score:	specific discipline and/or writing	task(s) including organization,	content, and presentation.	presentation		
	task(s) including organization,	content, presentation, formatting,	, , , , , , , , , , , , , , , , , , ,			
	content, presentation, formatting,	and stylistic choices.				
	and stylistic choices.	,				
Students will demonstrate the ability	to find, analyze, and cite pertinent pri	mary and secondary sources, including	academic databases, to prepare speed	thes and written texts.		
-	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)		
Use of Sources	Demonstrates skillful use of high-	Demonstrates consistent use of	Demonstrates an attempt to use	Demonstrates an attempt to use		
	quality, credible, relevant sources to	high-quality, credible, relevant	credible and/or relevant sources to	sources to support ideas in the		
Score:	develop ideas that are appropriate	sources to support ideas that are	support ideas that are appropriate	writing.		
	for the discipline and genre of the	situated within the discipline and	for the discipline and genre of the			
	writing.	genre of the writing.	writing.			
Students will demonstrate the ability	to identify, analyze, and evaluate stat	ements, assumptions, and conclusions	representing diverse points of view; ar	nd construct informed, sustained,		
and ethical arguments in response.						
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)		
Evidence	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)		
	with enough interpretation/	with enough interpretation/	with some interpretation/	without any interpretation/		
Score:	evaluation to develop a	evaluation to develop a coherent	evaluation, but not enough to	evaluation. Viewpoints of experts		
	comprehensive analysis or	analysis or synthesis. Viewpoints of	develop a coherent analysis or	are taken as fact, without question.		
	synthesis. Viewpoints of experts	experts are subject to questioning.	synthesis. Viewpoints of experts			
	are questioned thoroughly.		are taken as mostly fact, with little			
	1		questioning			
	questioning.					
Students will demonstrate the ability	/ to plan, organize, revise, practice, edit Capstone (4)	t, and proofread to improve the develo Milestone (3)		Benchmark (1)		

Control of Syntax and Mechanics	Uses graceful language that skillfully	Uses straightforward language that	Uses language that generally	Uses language that sometimes
	communicates meaning to readers	generally conveys meaning to	conveys meaning to readers with	impedes meaning because of errors
Score:	with clarity and fluency, and is	readers. The language in the	clarity, although writing may	in usage.
	virtually error-free.	portfolio has few errors.	include some errors.	

( )) Excellent delinevellient	(o). Good demerement	(2): Adequate achievement (1): Poor achievement
Identification (Paper #):	Evaluator:	Date of evaluation:

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Context and Purpose for Writing	Demonstrates a thorough	Demonstrates adequate	Demonstrates awareness of	Demonstrates minimal attention to
	understanding of context, audience,	consideration of context, audience,	context, audience, to the assigned	context, audience, and to the
Score:	and purpose that is responsive to	and purpose and a clear focus on	task(s) (e.g., begins to show	assigned task(s) (e.g., expectation of
	the assigned task(s) and focuses on	the assigned task(s) (e.g., task aligns	awareness of audience's	instructor or self as audience).
	all elements of the work.	with audience, purpose, and context).	perceptions and assumptions).	
Genre and Disciplinary	Demonstrates detailed attention to	Demonstrates consistent use of	Follows expectations appropriate to	Attempts to use a consistent system
Conventions	and successful execution of a wide	important conventions particular to	a specific discipline and/or writing	for basic organization and
	range of conventions particular to a	a specific discipline and/or writing	task(s) for basic organization,	presentation.
Score:	specific discipline and/or writing	task(s) including organization,	content, and presentation.	
	task(s) including organization,	content, presentation, formatting,		
	content, presentation, formatting,	and stylistic choices.		
	and stylistic choices.			
Students will demonstrate the abilit	y to find, analyze, and cite pertinent pri	mary and secondary sources, including	academic databases, to prepare speed	ches and written texts.
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Use of Sources	Demonstrates skillful use of high-	Demonstrates consistent use of	Demonstrates an attempt to use	Demonstrates an attempt to use
	quality, credible, relevant sources to	high-quality, credible, relevant	credible and/or relevant sources to	sources to support ideas in the
Score:	develop ideas that are appropriate	sources to support ideas that are	support ideas that are appropriate	writing.
	for the discipline and genre of the	situated within the discipline and	for the discipline and genre of the	
	writing.	genre of the writing.	writing.	
	y to identify, analyze, and evaluate stat	ements, assumptions, and conclusions	representing diverse points of view; a	nd construct informed, sustained,
and ethical arguments in response.				
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Evidence	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)
	with enough interpretation/	with enough interpretation/	with some interpretation/	without any interpretation/
Score:	evaluation to develop a	evaluation to develop a coherent	evaluation, but not enough to	evaluation. Viewpoints of experts
	comprehensive analysis or	analysis or synthesis. Viewpoints of	develop a coherent analysis or	are taken as fact, without question.
	synthesis. Viewpoints of experts	experts are subject to questioning.	synthesis. Viewpoints of experts	
	are questioned thoroughly.		are taken as mostly fact, with little	
			questioning.	
Students will demonstrate the abilit	y to plan, organize, revise, practice, edit		i	<u></u>
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)

Control of Syntax and Mechanics	Uses graceful language that skillfully	Uses straightforward language that	Uses language that generally	Uses language that sometimes
	communicates meaning to readers	generally conveys meaning to	conveys meaning to readers with	impedes meaning because of errors
Score:	with clarity and fluency, and is	readers. The language in the	clarity, although writing may	in usage.
	virtually error-free.	portfolio has few errors.	include some errors.	

( )) Excellent delinevellient	(o). Good demerement	(2): Adequate achievement (1): Poor achievement
Identification (Paper #):	Evaluator:	Date of evaluation:

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Context and Purpose for Writing	Demonstrates a thorough	Demonstrates adequate	Demonstrates awareness of	Demonstrates minimal attention to
	understanding of context, audience,	consideration of context, audience,	context, audience, to the assigned	context, audience, and to the
Score:	and purpose that is responsive to	and purpose and a clear focus on	task(s) (e.g., begins to show	assigned task(s) (e.g., expectation of
	the assigned task(s) and focuses on	the assigned task(s) (e.g., task aligns	awareness of audience's	instructor or self as audience).
	all elements of the work.	with audience, purpose, and context).	perceptions and assumptions).	
Genre and Disciplinary	Demonstrates detailed attention to	Demonstrates consistent use of	Follows expectations appropriate to	Attempts to use a consistent system
Conventions	and successful execution of a wide	important conventions particular to	a specific discipline and/or writing	for basic organization and
	range of conventions particular to a	a specific discipline and/or writing	task(s) for basic organization,	presentation.
Score:	specific discipline and/or writing	task(s) including organization,	content, and presentation.	
	task(s) including organization,	content, presentation, formatting,		
	content, presentation, formatting,	and stylistic choices.		
	and stylistic choices.			
Students will demonstrate the abilit	y to find, analyze, and cite pertinent pri	mary and secondary sources, including	academic databases, to prepare speed	ches and written texts.
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Use of Sources	Demonstrates skillful use of high-	Demonstrates consistent use of	Demonstrates an attempt to use	Demonstrates an attempt to use
	quality, credible, relevant sources to	high-quality, credible, relevant	credible and/or relevant sources to	sources to support ideas in the
Score:	develop ideas that are appropriate	sources to support ideas that are	support ideas that are appropriate	writing.
	for the discipline and genre of the	situated within the discipline and	for the discipline and genre of the	
	writing.	genre of the writing.	writing.	
	y to identify, analyze, and evaluate stat	ements, assumptions, and conclusions	representing diverse points of view; a	nd construct informed, sustained,
and ethical arguments in response.				
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Evidence	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)
	with enough interpretation/	with enough interpretation/	with some interpretation/	without any interpretation/
Score:	evaluation to develop a	evaluation to develop a coherent	evaluation, but not enough to	evaluation. Viewpoints of experts
	comprehensive analysis or	analysis or synthesis. Viewpoints of	develop a coherent analysis or	are taken as fact, without question.
	synthesis. Viewpoints of experts	experts are subject to questioning.	synthesis. Viewpoints of experts	
	are questioned thoroughly.		are taken as mostly fact, with little	
			questioning.	
Students will demonstrate the abilit	y to plan, organize, revise, practice, edit		i	<u></u>
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)

Control of Syntax and Mechanics	Uses graceful language that skillfully	Uses straightforward language that	Uses language that generally	Uses language that sometimes
	communicates meaning to readers	generally conveys meaning to	conveys meaning to readers with	impedes meaning because of errors
Score:	with clarity and fluency, and is	readers. The language in the	clarity, although writing may	in usage.
	virtually error-free.	portfolio has few errors.	include some errors.	

(4): Excellent achievement	(3): Good achievement	(2): Adequate achievement (1): Poor achievement
Identification (Paper #):	Evaluator:	Date of evaluation:

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)		
Context and Purpose for Writing	Demonstrates a thorough	Demonstrates adequate	Demonstrates awareness of	Demonstrates minimal attention to		
	understanding of context, audience,	consideration of context, audience,	context, audience, to the assigned	context, audience, and to the		
Score:	and purpose that is responsive to	and purpose and a clear focus on	task(s) (e.g., begins to show	assigned task(s) (e.g., expectation of		
	the assigned task(s) and focuses on	the assigned task(s) (e.g., task aligns	awareness of audience's	instructor or self as audience).		
	all elements of the work.	with audience, purpose, and context).	perceptions and assumptions).	,		
Genre and Disciplinary	Demonstrates detailed attention to	Demonstrates consistent use of	Follows expectations appropriate to	Attempts to use a consistent system		
Conventions	and successful execution of a wide	important conventions particular to	a specific discipline and/or writing	for basic organization and		
	range of conventions particular to a	a specific discipline and/or writing	task(s) for basic organization,	presentation.		
Score:	specific discipline and/or writing	task(s) including organization,	content, and presentation.	p- coonstance		
	task(s) including organization,	content, presentation, formatting,	, , , , , , , , , , , , , , , , , , ,			
	content, presentation, formatting,	and stylistic choices.				
	and stylistic choices.	,				
Students will demonstrate the ability	to find, analyze, and cite pertinent pri	mary and secondary sources, including	academic databases, to prepare speed	thes and written texts.		
-	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)		
Use of Sources	Demonstrates skillful use of high-	Demonstrates consistent use of	Demonstrates an attempt to use	Demonstrates an attempt to use		
	quality, credible, relevant sources to	high-quality, credible, relevant	credible and/or relevant sources to	sources to support ideas in the		
Score:	develop ideas that are appropriate	sources to support ideas that are	support ideas that are appropriate	writing.		
	for the discipline and genre of the	situated within the discipline and	for the discipline and genre of the			
	writing.	genre of the writing.	writing.			
Students will demonstrate the ability	to identify, analyze, and evaluate stat	ements, assumptions, and conclusions	representing diverse points of view; as	nd construct informed, sustained,		
and ethical arguments in response.				<u></u>		
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)		
Evidence	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)		
	with enough interpretation/	with enough interpretation/	with some interpretation/	without any interpretation/		
Score:	evaluation to develop a	evaluation to develop a coherent	evaluation, but not enough to	evaluation. Viewpoints of experts		
	comprehensive analysis or	analysis or synthesis. Viewpoints of	develop a coherent analysis or	are taken as fact, without question.		
	synthesis. Viewpoints of experts	experts are subject to questioning.	synthesis. Viewpoints of experts			
	are questioned thoroughly.		are taken as mostly fact, with little			
			questioning.			
	Students will demonstrate the ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.					
Students will demonstrate the ability	to plan, organize, revise, practice, edit Capstone (4)	t, and proofread to improve the develor	pment and clarity of ideas. Milestone (2)	Benchmark (1)		

Control of Syntax and Mechanics	Uses graceful language that skillfully	Uses straightforward language that	Uses language that generally	Uses language that sometimes
	communicates meaning to readers	generally conveys meaning to	conveys meaning to readers with	impedes meaning because of errors
Score:	with clarity and fluency, and is	readers. The language in the	clarity, although writing may	in usage.
	virtually error-free.	portfolio has few errors.	include some errors.	

(4): Excellent achievement	(3): Good achievement	(2): Adequate achievement (1): Poor achievement
Identification (Paper #):	Evaluator:	Date of evaluation:

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Context and Purpose for Writing	Demonstrates a thorough	Demonstrates adequate	Demonstrates awareness of	Demonstrates minimal attention to
	understanding of context, audience,	consideration of context, audience,	context, audience, to the assigned	context, audience, and to the
Score:	and purpose that is responsive to	and purpose and a clear focus on	task(s) (e.g., begins to show	assigned task(s) (e.g., expectation of
	the assigned task(s) and focuses on	the assigned task(s) (e.g., task aligns	awareness of audience's	instructor or self as audience).
	all elements of the work.	with audience, purpose, and context).	perceptions and assumptions).	
Genre and Disciplinary	Demonstrates detailed attention to	Demonstrates consistent use of	Follows expectations appropriate to	Attempts to use a consistent system
Conventions	and successful execution of a wide	important conventions particular to	a specific discipline and/or writing	for basic organization and
	range of conventions particular to a	a specific discipline and/or writing	task(s) for basic organization,	presentation.
Score:	specific discipline and/or writing	task(s) including organization,	content, and presentation.	
	task(s) including organization,	content, presentation, formatting,		
	content, presentation, formatting,	and stylistic choices.		
	and stylistic choices.			
Students will demonstrate the abilit	y to find, analyze, and cite pertinent pri	mary and secondary sources, including	academic databases, to prepare speed	ches and written texts.
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Use of Sources	Demonstrates skillful use of high-	Demonstrates consistent use of	Demonstrates an attempt to use	Demonstrates an attempt to use
	quality, credible, relevant sources to	high-quality, credible, relevant	credible and/or relevant sources to	sources to support ideas in the
Score:	develop ideas that are appropriate	sources to support ideas that are	support ideas that are appropriate	writing.
	for the discipline and genre of the	situated within the discipline and	for the discipline and genre of the	
	writing.	genre of the writing.	writing.	
	y to identify, analyze, and evaluate stat	ements, assumptions, and conclusions	representing diverse points of view; a	nd construct informed, sustained,
and ethical arguments in response.				
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Evidence	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)
	with enough interpretation/	with enough interpretation/	with some interpretation/	without any interpretation/
Score:	evaluation to develop a	evaluation to develop a coherent	evaluation, but not enough to	evaluation. Viewpoints of experts
	comprehensive analysis or	analysis or synthesis. Viewpoints of	develop a coherent analysis or	are taken as fact, without question.
	synthesis. Viewpoints of experts	experts are subject to questioning.	synthesis. Viewpoints of experts	
	are questioned thoroughly.		are taken as mostly fact, with little	
			questioning.	
Students will demonstrate the abilit	y to plan, organize, revise, practice, edi		i	
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)

Control of Syntax and Mechanics	Uses graceful language that skillfully	Uses straightforward language that	Uses language that generally	Uses language that sometimes
	communicates meaning to readers	generally conveys meaning to	conveys meaning to readers with	impedes meaning because of errors
Score:	with clarity and fluency, and is	readers. The language in the	clarity, although writing may	in usage.
	virtually error-free.	portfolio has few errors.	include some errors.	

(4): Excellent achievement	(3): Good achievement	(2): Adequate achievement (1): Poor achievement
Identification (Paper #):	Evaluator:	Date of evaluation:

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	
Context and Purpose for Writing	Demonstrates a thorough	Demonstrates adequate	Demonstrates awareness of	Demonstrates minimal attention to	
	understanding of context, audience,	consideration of context, audience,	context, audience, to the assigned	context, audience, and to the	
Score:	and purpose that is responsive to	and purpose and a clear focus on	task(s) (e.g., begins to show	assigned task(s) (e.g., expectation of	
	the assigned task(s) and focuses on	the assigned task(s) (e.g., task aligns	awareness of audience's	instructor or self as audience).	
	all elements of the work.	with audience, purpose, and context).	perceptions and assumptions).	,	
Genre and Disciplinary	Demonstrates detailed attention to	Demonstrates consistent use of	Follows expectations appropriate to	Attempts to use a consistent system	
Conventions	and successful execution of a wide	important conventions particular to	a specific discipline and/or writing	for basic organization and	
	range of conventions particular to a	a specific discipline and/or writing	task(s) for basic organization,	presentation.	
Score:	specific discipline and/or writing	task(s) including organization,	content, and presentation.	p- coonstance	
	task(s) including organization,	content, presentation, formatting,	, ,		
	content, presentation, formatting,	and stylistic choices.			
	and stylistic choices.	,			
Students will demonstrate the ability to find, analyze, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts.					
-	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	
Use of Sources	Demonstrates skillful use of high-	Demonstrates consistent use of	Demonstrates an attempt to use	Demonstrates an attempt to use	
	quality, credible, relevant sources to	high-quality, credible, relevant	credible and/or relevant sources to	sources to support ideas in the	
Score:	develop ideas that are appropriate	sources to support ideas that are	support ideas that are appropriate	writing.	
	for the discipline and genre of the	situated within the discipline and	for the discipline and genre of the		
	writing.	genre of the writing.	writing.		
Students will demonstrate the ability to identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view; and construct informed, sustained,					
and ethical arguments in response.				<u></u>	
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	
Evidence	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)	
	with enough interpretation/	with enough interpretation/	with some interpretation/	without any interpretation/	
Score:	evaluation to develop a	evaluation to develop a coherent	evaluation, but not enough to	evaluation. Viewpoints of experts	
	comprehensive analysis or	analysis or synthesis. Viewpoints of	develop a coherent analysis or	are taken as fact, without question.	
	synthesis. Viewpoints of experts	experts are subject to questioning.	synthesis. Viewpoints of experts		
	are questioned thoroughly.		are taken as mostly fact, with little		
			questioning.		
Students will demonstrate the ability	to plan, organize, revise, practice, edit		pment and clarity of ideas.		
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	

Control of Syntax and Mechanics	Uses graceful language that skillfully	Uses straightforward language that	Uses language that generally	Uses language that sometimes
	communicates meaning to readers	generally conveys meaning to	conveys meaning to readers with	impedes meaning because of errors
Score:	with clarity and fluency, and is	readers. The language in the	clarity, although writing may	in usage.
	virtually error-free.	portfolio has few errors.	include some errors.	

(4): Excellent achievement	(3): Good achievement	(2): Adequate achievement (1): Poor achievement
Identification (Paper #):	Evaluator:	Date of evaluation:

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	
Context and Purpose for Writing	Demonstrates a thorough	Demonstrates adequate	Demonstrates awareness of	Demonstrates minimal attention to	
	understanding of context, audience,	consideration of context, audience,	context, audience, to the assigned	context, audience, and to the	
Score:	and purpose that is responsive to	and purpose and a clear focus on	task(s) (e.g., begins to show	assigned task(s) (e.g., expectation of	
	the assigned task(s) and focuses on	the assigned task(s) (e.g., task aligns	awareness of audience's	instructor or self as audience).	
	all elements of the work.	with audience, purpose, and context).	perceptions and assumptions).		
Genre and Disciplinary	Demonstrates detailed attention to	Demonstrates consistent use of	Follows expectations appropriate to	Attempts to use a consistent system	
Conventions	and successful execution of a wide	important conventions particular to	a specific discipline and/or writing	for basic organization and	
	range of conventions particular to a	a specific discipline and/or writing	task(s) for basic organization,	presentation.	
Score:	specific discipline and/or writing	task(s) including organization,	content, and presentation.		
	task(s) including organization,	content, presentation, formatting,			
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Students will demonstrate the ability to find, analyze, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts.					
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	
Use of Sources	Demonstrates skillful use of high-	Demonstrates consistent use of	Demonstrates an attempt to use	Demonstrates an attempt to use	
	quality, credible, relevant sources to	high-quality, credible, relevant	credible and/or relevant sources to	sources to support ideas in the	
Score:	develop ideas that are appropriate	sources to support ideas that are	support ideas that are appropriate	writing.	
	for the discipline and genre of the	situated within the discipline and	for the discipline and genre of the		
	writing.	genre of the writing.	writing.		
	y to identify, analyze, and evaluate stat	ements, assumptions, and conclusions	representing diverse points of view; a	nd construct informed, sustained,	
and ethical arguments in response.					
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	
Evidence	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)	
	with enough interpretation/	with enough interpretation/	with some interpretation/	without any interpretation/	
Score:	evaluation to develop a	evaluation to develop a coherent	evaluation, but not enough to	evaluation. Viewpoints of experts	
	comprehensive analysis or	analysis or synthesis. Viewpoints of	develop a coherent analysis or	are taken as fact, without question.	
	synthesis. Viewpoints of experts	experts are subject to questioning.	synthesis. Viewpoints of experts		
	are questioned thoroughly.		are taken as mostly fact, with little		
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Students will demonstrate the abilit	y to plan, organize, revise, practice, edi		i	<u></u>	
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	

Control of Syntax and Mechanics	Uses graceful language that skillfully	Uses straightforward language that	Uses language that generally	Uses language that sometimes
	communicates meaning to readers	generally conveys meaning to	conveys meaning to readers with	impedes meaning because of errors
Score:	with clarity and fluency, and is	readers. The language in the	clarity, although writing may	in usage.
	virtually error-free.	portfolio has few errors.	include some errors.	

Identification (Paper #):	Evaluator:	Date of evaluation:	

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	
Context and Purpose for Writing	Demonstrates a thorough	Demonstrates adequate	Demonstrates awareness of	Demonstrates minimal attention to	
	understanding of context, audience,	consideration of context, audience,	context, audience, to the assigned	context, audience, and to the	
Score:	and purpose that is responsive to	and purpose and a clear focus on	task(s) (e.g., begins to show	assigned task(s) (e.g., expectation of	
	the assigned task(s) and focuses on	the assigned task(s) (e.g., task aligns	awareness of audience's	instructor or self as audience).	
	all elements of the work.	with audience, purpose, and context).	perceptions and assumptions).		
Genre and Disciplinary	Demonstrates detailed attention to	Demonstrates consistent use of	Follows expectations appropriate to	Attempts to use a consistent system	
Conventions	and successful execution of a wide	important conventions particular to	a specific discipline and/or writing	for basic organization and	
	range of conventions particular to a	a specific discipline and/or writing	task(s) for basic organization,	presentation.	
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Use of Sources	Demonstrates skillful use of high-	Demonstrates consistent use of	Demonstrates an attempt to use	Demonstrates an attempt to use	
	quality, credible, relevant sources to	high-quality, credible, relevant	credible and/or relevant sources to	sources to support ideas in the	
Score:	develop ideas that are appropriate	sources to support ideas that are	support ideas that are appropriate	writing.	
	for the discipline and genre of the	situated within the discipline and	for the discipline and genre of the		
	writing.	genre of the writing.	writing.		
	y to identify, analyze, and evaluate stat	ements, assumptions, and conclusions	representing diverse points of view; a	nd construct informed, sustained,	
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	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	
Evidence	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)	Information is taken from source(s)	
	with enough interpretation/	with enough interpretation/	with some interpretation/	without any interpretation/	
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	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	

Control of Syntax and Mechanics	Uses graceful language that skillfully	Uses straightforward language that	Uses language that generally	Uses language that sometimes
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