| Colonnade FOUNDATIONS Assessment 2021-2022 | |
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| *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 | |
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| **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.<br><br>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 situations call for different choices in language, structure, format, tone, citation, and documentation. The Comm 200 Literature Review is broken down into three stages.<br><br>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. | | |
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| **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**<br><br>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.<br><br>The goals will be as follows:<br>70% of students will score at the adequate level or better.<br>50% of students will score at the "good" level or better. | 89% of students scored at the "good" level or better. | |
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| **Methods** | | 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** |

**Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

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 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 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.<br><br>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.<br><br>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.<br><br>The goals will be as follows:<br>70% of students will score at the adequate level or better.<br>50% of students will score at the "good" level or better. | 100%  of students  scored at the adequate level or better.<br> 97% of students scored at the "good" level or better. | |
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| **Methods** | The faculty who teach COMM 200 randomly selected 50 student papers. 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, circle or highlight whether the program met the goal Student Learning Outcome 2.** | ☒ **Met** | ☐ **Not Met** |
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**Follow-Up** (Provide your timeline for follow-up.  If follow-up has occurred, describe how the actions above have resulted in program improvement.)

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 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 3 | |
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| **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.<br><br>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.<br><br>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): 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. | |
|---|---|---|---|
| **Methods** | 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** |
| **Follow-Up** (Provide your timeline for follow-up.  If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | |

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 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 | |
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| **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.<br><br>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.<br><br>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 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.<br><br>The goals will be as follows:<br>70% of students will score at the adequate level or better.<br>50% of students will score at the "good" level or better. | **Percent of Program Achieving Target**<br><br>100%  of students scored at the adequate level or better.<br> 97% of students scored at the "good" level or better.<br><br>. | |
| **Methods** | The faculty who teach COMM 200 randomly selected 50 student papers. 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 |

**Follow-Up** (Provide your timeline for follow-up.  If follow-up has occurred, describe how the actions above have resulted in program improvement.)

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

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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.

**WRITTEN COMMUNICATION (WC)**
**SLO ASSESSMENT RUBRIC**
**Adapted from AAC&U LEAP VALUE Rubrics**

(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**<br><br>**Score:** | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, and to the assigned task(s) (e.g., expectation of instructor or self as audience). |
| **Genre and Disciplinary Conventions**<br><br>**Score:** | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation. | Attempts to use a consistent system for basic organization and presentation. |
| 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**<br><br>**Score:** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. | Demonstrates consistent use of high-quality, credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the 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. | | | | |
| | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |
| **Evidence**<br><br>**Score:** | Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis.  Viewpoints of experts are questioned thoroughly. | Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis.  Viewpoints of experts are subject to questioning. | Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis.  Viewpoints of experts are taken as mostly fact, with little questioning. | Information is taken from source(s) without any interpretation/ evaluation.  Viewpoints of experts are taken as fact, without question. |
| Students will demonstrate the ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas. | | | | |
| | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |

| Control of Syntax and Mechanics

Score: | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |
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**WRITTEN COMMUNICATION (WC)**
**SLO ASSESSMENT RUBRIC**
**Adapted from AAC&U LEAP VALUE Rubrics**

(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**<br><br>**Score:** | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, and to the assigned task(s) (e.g., expectation of instructor or self as audience). |
| **Genre and Disciplinary Conventions**<br><br>**Score:** | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation. | Attempts to use a consistent system for basic organization and presentation. |

| 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**<br><br>**Score:** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. | Demonstrates consistent use of high-quality, credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the 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. | | | | |
|---|---|---|---|---|
| | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |
| **Evidence**<br><br>**Score:** | Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis.  Viewpoints of experts are questioned thoroughly. | Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis.  Viewpoints of experts are subject to questioning. | Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis.  Viewpoints of experts are taken as mostly fact, with little questioning. | Information is taken from source(s) without any interpretation/ evaluation.  Viewpoints of experts are taken as fact, without question. |

| Students will demonstrate the ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas. | | | | |
|---|---|---|---|---|
| | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |

| Control of Syntax and Mechanics<br><br>Score: | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |
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**WRITTEN COMMUNICATION (WC)**
**SLO ASSESSMENT RUBRIC**
**Adapted from AAC&U LEAP VALUE Rubrics**

(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**<br><br>**Score:** | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, and to the assigned task(s) (e.g., expectation of instructor or self as audience). |
| **Genre and Disciplinary Conventions**<br><br>**Score:** | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation. | Attempts to use a consistent system for basic organization and presentation. |

| 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**<br><br>**Score:** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. | Demonstrates consistent use of high-quality, credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the 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. | | | | |
|---|---|---|---|---|
| | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |
| **Evidence**<br><br>**Score:** | Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis.  Viewpoints of experts are questioned thoroughly. | Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis.  Viewpoints of experts are subject to questioning. | Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis.  Viewpoints of experts are taken as mostly fact, with little questioning. | Information is taken from source(s) without any interpretation/ evaluation.  Viewpoints of experts are taken as fact, without question. |

| Students will demonstrate the ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas. | | | | |
|---|---|---|---|---|
| | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |

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

**WRITTEN COMMUNICATION (WC)**
**SLO ASSESSMENT RUBRIC**
**Adapted from AAC&U LEAP VALUE Rubrics**

(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**<br><br>**Score:** | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, and to the assigned task(s) (e.g., expectation of instructor or self as audience). |
| **Genre and Disciplinary Conventions**<br><br>**Score:** | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation. | Attempts to use a consistent system for basic organization and presentation. |

**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**<br><br>**Score:** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. | Demonstrates consistent use of high-quality, credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the 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.**

| | Capstone (4) | Milestone (3) | Milestone (2) | Benchmark (1) |
|---|---|---|---|---|
| **Evidence**<br><br>**Score:** | Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis.  Viewpoints of experts are questioned thoroughly. | Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis.  Viewpoints of experts are subject to questioning. | Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis.  Viewpoints of experts are taken as mostly fact, with little questioning. | Information is taken from source(s) without any interpretation/ evaluation.  Viewpoints of experts are taken as fact, without question. |

**Students will demonstrate the ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.**

| | Capstone (4) | Milestone (3) | Milestone (2) | Benchmark (1) |
|---|---|---|---|---|

| Control of Syntax and Mechanics

Score: | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers.  The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |
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**WRITTEN COMMUNICATION (WC)**
**SLO ASSESSMENT RUBRIC**
**Adapted from AAC&U LEAP VALUE Rubrics**

(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**<br><br>**Score:** | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, and to the assigned task(s) (e.g., expectation of instructor or self as audience). |
| **Genre and Disciplinary Conventions**<br><br>**Score:** | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation. | Attempts to use a consistent system for basic organization and presentation. |

**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**<br><br>**Score:** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. | Demonstrates consistent use of high-quality, credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the 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.**

|  | Capstone (4) | Milestone (3) | Milestone (2) | Benchmark (1) |
|---|---|---|---|---|
| **Evidence**<br><br>**Score:** | Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis.  Viewpoints of experts are questioned thoroughly. | Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis.  Viewpoints of experts are subject to questioning. | Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis.  Viewpoints of experts are taken as mostly fact, with little questioning. | Information is taken from source(s) without any interpretation/ evaluation.  Viewpoints of experts are taken as fact, without question. |

**Students will demonstrate the ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.**

|  | Capstone (4) | Milestone (3) | Milestone (2) | Benchmark (1) |
|---|---|---|---|---|

| Control of Syntax and Mechanics

Score: | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |
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**WRITTEN COMMUNICATION (WC)**
**SLO ASSESSMENT RUBRIC**
**Adapted from AAC&U LEAP VALUE Rubrics**

(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**<br><br>**Score:** | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, and to the assigned task(s) (e.g., expectation of instructor or self as audience). |
| **Genre and Disciplinary Conventions**<br><br>**Score:** | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation. | Attempts to use a consistent system for basic organization and presentation. |
| **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**<br><br>**Score:** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. | Demonstrates consistent use of high-quality, credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the 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.** | | | | |
| | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |
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| | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |

| Control of Syntax and Mechanics  Score: | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers.  The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |
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**WRITTEN COMMUNICATION (WC)**
**SLO ASSESSMENT RUBRIC**
**Adapted from AAC&U LEAP VALUE Rubrics**

(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**<br><br>**Score:** | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, and to the assigned task(s) (e.g., expectation of instructor or self as audience). |
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|---|---|---|---|---|
| | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |
| **Use of Sources**<br><br>**Score:** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. | Demonstrates consistent use of high-quality, credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the writing. |

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| | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |

| Control of Syntax and Mechanics

Score: | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers.  The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |
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**WRITTEN COMMUNICATION (WC)**
**SLO ASSESSMENT RUBRIC**
**Adapted from AAC&U LEAP VALUE Rubrics**

(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. | | | | |
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**WRITTEN COMMUNICATION (WC)**
**SLO ASSESSMENT RUBRIC**
**Adapted from AAC&U LEAP VALUE Rubrics**

(4): Excellent achievement   (3): Good achievement  (2): Adequate achievement (1): Poor achievement

**Identification (Paper #): _____Evaluator: _____ Date of evaluation: _____**

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| | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |
| **Context and Purpose for Writing** <br><br> **Score:** | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, and to the assigned task(s) (e.g., expectation of instructor or self as audience). |
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| | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |
| **Use of Sources** <br><br> **Score:** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. | Demonstrates consistent use of high-quality, credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the writing. |
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| | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |

| Control of Syntax and Mechanics  Score: | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |
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**WRITTEN COMMUNICATION (WC)**
**SLO ASSESSMENT RUBRIC**
**Adapted from AAC&U LEAP VALUE Rubrics**

(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**<br><br>**Score:** | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, and to the assigned task(s) (e.g., expectation of instructor or self as audience). |
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| | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |
| **Use of Sources**<br><br>**Score:** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. | Demonstrates consistent use of high-quality, credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the writing. |

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| Control of Syntax and Mechanics  Score: | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |
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**WRITTEN COMMUNICATION (WC)**
**SLO ASSESSMENT RUBRIC**
**Adapted from AAC&U LEAP VALUE Rubrics**

(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<br><br>Score: | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, and to the assigned task(s) (e.g., expectation of instructor or self as audience). |
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| | Capstone (4) | Milestone (3) | Milestone (2) | Benchmark (1) |
| Use of Sources<br><br>Score: | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. | Demonstrates consistent use of high-quality, credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the 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. | | | | |
| | Capstone (4) | Milestone (3) | Milestone (2) | Benchmark (1) |
| Evidence<br><br>Score: | Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis.  Viewpoints of experts are questioned thoroughly. | Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis.  Viewpoints of experts are subject to questioning. | Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis.  Viewpoints of experts are taken as mostly fact, with little questioning. | Information is taken from source(s) without any interpretation/ evaluation.  Viewpoints of experts are taken as fact, without question. |
| Students will demonstrate the ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas. | | | | |
| | Capstone (4) | Milestone (3) | Milestone (2) | Benchmark (1) |

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

**WRITTEN COMMUNICATION (WC)**
**SLO ASSESSMENT RUBRIC**
**Adapted from AAC&U LEAP VALUE Rubrics**

(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**<br><br>**Score:** | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, and to the assigned task(s) (e.g., expectation of instructor or self as audience). |
| **Genre and Disciplinary Conventions**<br><br>**Score:** | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation. | Attempts to use a consistent system for basic organization and presentation. |
| 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**<br><br>**Score:** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. | Demonstrates consistent use of high-quality, credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the 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. | | | | |
| | Capstone (4) | Milestone (3) | Milestone (2) | Benchmark (1) |
| **Evidence**<br><br>**Score:** | Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis.  Viewpoints of experts are questioned thoroughly. | Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis.  Viewpoints of experts are subject to questioning. | Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis.  Viewpoints of experts are taken as mostly fact, with little questioning. | Information is taken from source(s) without any interpretation/ evaluation.  Viewpoints of experts are taken as fact, without question. |
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| | Capstone (4) | Milestone (3) | Milestone (2) | Benchmark (1) |

| Control of Syntax and Mechanics  Score: | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers.  The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |
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**WRITTEN COMMUNICATION (WC)**
**SLO ASSESSMENT RUBRIC**
**Adapted from AAC&U LEAP VALUE Rubrics**

(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**<br><br>**Score:** | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, and to the assigned task(s) (e.g., expectation of instructor or self as audience). |
| **Genre and Disciplinary Conventions**<br><br>**Score:** | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation. | Attempts to use a consistent system for basic organization and presentation. |

| 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**<br><br>**Score:** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. | Demonstrates consistent use of high-quality, credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the writing. |

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| | Capstone (4) | Milestone (3) | Milestone (2) | Benchmark (1) |
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|---|---|---|---|---|
| | Capstone (4) | Milestone (3) | Milestone (2) | Benchmark (1) |

| Control of Syntax and Mechanics

Score: | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers.  The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |
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**WRITTEN COMMUNICATION (WC)**
**SLO ASSESSMENT RUBRIC**
**Adapted from AAC&U LEAP VALUE Rubrics**

(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**<br><br>**Score:** | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, and to the assigned task(s) (e.g., expectation of instructor or self as audience). |
| **Genre and Disciplinary Conventions**<br><br>**Score:** | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation. | Attempts to use a consistent system for basic organization and presentation. |

| 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**<br><br>**Score:** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. | Demonstrates consistent use of high-quality, credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the 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. | | | | |
|---|---|---|---|---|
| | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |
| **Evidence**<br><br>**Score:** | Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis.  Viewpoints of experts are questioned thoroughly. | Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis.  Viewpoints of experts are subject to questioning. | Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis.  Viewpoints of experts are taken as mostly fact, with little questioning. | Information is taken from source(s) without any interpretation/ evaluation.  Viewpoints of experts are taken as fact, without question. |

| Students will demonstrate the ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas. | | | | |
|---|---|---|---|---|
| | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |

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

**WRITTEN COMMUNICATION (WC)**
**SLO ASSESSMENT RUBRIC**
**Adapted from AAC&U LEAP VALUE Rubrics**

(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**<br><br>**Score:** | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, and to the assigned task(s) (e.g., expectation of instructor or self as audience). |
| **Genre and Disciplinary Conventions**<br><br>**Score:** | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation. | Attempts to use a consistent system for basic organization and presentation. |
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| | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |
| **Use of Sources**<br><br>**Score:** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. | Demonstrates consistent use of high-quality, credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the writing. |
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| | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |

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

**WRITTEN COMMUNICATION (WC)**
**SLO ASSESSMENT RUBRIC**
**Adapted from AAC&U LEAP VALUE Rubrics**

(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**<br><br>**Score:** | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, and to the assigned task(s) (e.g., expectation of instructor or self as audience). |
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| | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |
| **Use of Sources**<br><br>**Score:** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. | Demonstrates consistent use of high-quality, credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the writing. |
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| | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |

| Control of Syntax and Mechanics

Score: | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |
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**WRITTEN COMMUNICATION (WC)**
**SLO ASSESSMENT RUBRIC**
**Adapted from AAC&U LEAP VALUE Rubrics**

(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**<br><br>**Score:** | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, and to the assigned task(s) (e.g., expectation of instructor or self as audience). |
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| | Capstone (4) | Milestone (3) | Milestone (2) | Benchmark (1) |
|---|---|---|---|---|
| **Use of Sources**<br><br>**Score:** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. | Demonstrates consistent use of high-quality, credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the writing. |

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| | Capstone (4) | Milestone (3) | Milestone (2) | Benchmark (1) |
|---|---|---|---|---|

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

**WRITTEN COMMUNICATION (WC)**
**SLO ASSESSMENT RUBRIC**
**Adapted from AAC&U LEAP VALUE Rubrics**

(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**<br><br>**Score:** | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, and to the assigned task(s) (e.g., expectation of instructor or self as audience). |
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| | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |
| **Use of Sources**<br><br>**Score:** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. | Demonstrates consistent use of high-quality, credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the writing. |
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| | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |

| Control of Syntax and Mechanics

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**WRITTEN COMMUNICATION (WC)**
**SLO ASSESSMENT RUBRIC**
**Adapted from AAC&U LEAP VALUE Rubrics**

(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**<br><br>**Score:** | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, and to the assigned task(s) (e.g., expectation of instructor or self as audience). |
| **Genre and Disciplinary Conventions**<br><br>**Score:** | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation. | Attempts to use a consistent system for basic organization and presentation. |
| 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**<br><br>**Score:** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. | Demonstrates consistent use of high-quality, credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the 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. | | | | |
| | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |
| **Evidence**<br><br>**Score:** | Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. | Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. | Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning. | Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question. |
| Students will demonstrate the ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas. | | | | |
| | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |

| Control of Syntax and Mechanics

Score: | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |
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**WRITTEN COMMUNICATION (WC)**
**SLO ASSESSMENT RUBRIC**
**Adapted from AAC&U LEAP VALUE Rubrics**

(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. | | | | |
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| | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |
| **Context and Purpose for Writing**<br><br>**Score:** | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, and to the assigned task(s) (e.g., expectation of instructor or self as audience). |
| **Genre and Disciplinary Conventions**<br><br>**Score:** | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation. | Attempts to use a consistent system for basic organization and presentation. |
| 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**<br><br>**Score:** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. | Demonstrates consistent use of high-quality, credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the 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. | | | | |
| | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |
| **Evidence**<br><br>**Score:** | Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis.  Viewpoints of experts are questioned thoroughly. | Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis.  Viewpoints of experts are subject to questioning. | Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis.  Viewpoints of experts are taken as mostly fact, with little questioning. | Information is taken from source(s) without any interpretation/ evaluation.  Viewpoints of experts are taken as fact, without question. |
| Students will demonstrate the ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas. | | | | |
| | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |

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