

	Exemplary 3	2.5	Competent 2	1.5	Emerging 1	0.5	Needs Improvement 0	N/A*
Statement of Problem	Problem or issue to be considered is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.		Problem or issue to be considered is stated clearly, described, and clarified so that understanding is not impeded by omissions.		Problem or issue to be considered is stated but description leaves some terms undefined, ambiguities unexplored, and boundaries undetermined.		Problem or issue to be considered is stated without clarification or description.	
Selecting Information	Information is taken from source(s) with enough interpretation/evaluation.		Information is taken from source(s) with some interpretation/ evaluation.		Information is taken from source(s) with little interpretation/ evaluation.		Information is taken from source(s) without any interpretation/ evaluation.	
Using Evidence <i>Using information, data, or other sources to investigate the problem</i>	Develops information into a comprehensive analysis or synthesis.		Develops information into a coherent analysis or synthesis.		Analysis or thesis is underdeveloped.		Analysis or thesis not developed.	
Context and Assumptions	Thoroughly (e.g., systematically and methodically) analyzes own and others' assumptions. Carefully evaluates the relevance of contexts when presenting a position.		Identifies own and others' assumptions. Identifies additional contexts when presenting a position.		Identifies at own or others' assumptions. Identifies context when presenting a position.		Does not identify assumptions. Does not identify context when presenting a position.	
Conclusions and Outcomes	Conclusion, outcome, consequence, or implication is logical and reflect informed evaluation and ability to place evidence and perspectives in priority order.		Conclusion, outcome, consequence, or implication is logically tied to a range of evidence.		Conclusion, outcome, consequence, or implication is loosely tied to evidence. Information might be chosen to fit the desired conclusion.		Conclusion, outcome, consequence, or implication is not tied to evidence.	

*Score of N/A reserved for instances where the item is not asked for in the assignment

Write effective prose that demonstrates critical reading, textual analysis, and evidence-based argument

	Exemplary 3	2.5	Competent 2	1.5	Emerging 1	0.5	Needs Improvement 0	N/A*
Context <i>Consideration of audience, purpose, and the circumstances surrounding the academic writing task</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task and focuses on all elements of the work.		Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task (e.g., the task aligns with audience, purpose, and context).		Demonstrates limited awareness of context, audience, purpose, and the assigned task.		Demonstrates no attention to context, audience, purpose, and the assigned task.	
Knowledge <i>Content development</i>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.		Uses appropriate and relevant content to explore ideas within the context of the discipline and shape the whole work.		Uses appropriate content to develop and explore ideas through most of the work.		Uses content to develop simple ideas in some parts of the work.	
Source Selection	Chooses a variety of information sources richly appropriate to the scope and discipline of the research question.		Chooses a variety of information sources appropriate to the scope and discipline of the research question.		Chooses a limited number of sources appropriate to the scope and discipline of the research question.		Does not have sources or sources not relevant to the scope and discipline of the research question.	
Use of Sources	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas.		Demonstrates consistent use of credible, relevant sources to support ideas.		Demonstrates an attempt to use credible, relevant sources to support ideas.		Does not have sources, sources not credible, or sources do not support ideas.	
Genre Conventions <i>Rules inherent in the expectations for writing in particular forms or academic fields</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to an academic writing task, including clarity, focus, organization, content, presentation, formatting, and other stylistic choices. Acknowledges sources accurately using genre-appropriate style guide or citation formatting.		Demonstrates consistent use of important conventions particular to an academic writing task, including clarity, focus, organization, content, presentation, formatting, and other stylistic choices. Basic acknowledgment of sources using genre-appropriate style guide or citation formatting.		Demonstrates inconsistent use of conventions for an academic writing task, including clarity, focus, organization, content, presentation, formatting, and other stylistic choices. Attempt to acknowledge sources, uses incorrect style guide for the genre or citation formatting has errors.		Does not follow conventions for an academic writing task. No acknowledgement of sources.	

*Score of N/A reserved for instances where the item is not asked for in the assignment

Note: Artifacts collected from courses in the Written Communication learning area should focus on writing in an academic context and thus be substantial source-based assignments.

Demonstrate competent listening and effective speaking skills in a variety of contexts

	Exemplary 3	2.5	Competent 2	1.5	Emerging 1	0.5	Needs Improvement 0	N/A*
Organization	Organizational pattern (introduction and conclusion, sequenced material within the body, and transitions) is clear and consistently observable. Makes content of presentation a cohesive whole.		Organizational pattern (introduction and conclusion, sequenced material within the body, and transitions) is clear and observable.		Organizational pattern (introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable.		Organizational pattern not observable.	
Use of Information	Exceptional use of: * citations and references * paraphrasing, summary, or quoting *distinguishing between common knowledge and ideas requiring attribution		Correct use of: * citations and references * paraphrasing, summary, or quoting *distinguishing between common knowledge and ideas requiring attribution		Attempts to use: * citations and references * paraphrasing, summary, or quoting *distinguishing between common knowledge and ideas requiring attribution		Does not use information.	
Supporting Material	A variety of types of supporting material (explanations, examples, illustrations, statistics, analogies, quotations) significantly supports the presentation or establishes the presenter's authority on the topic.		A few types of supporting material (explanations, examples, illustrations, statistics, analogies, quotations) support the presentation or establishes the presenter's authority on the topic.		One type of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations) partially support the presentation or establishes the presenter's authority on the topic.		Little or no supporting materials Materials do not support the presentation.	
Language	Language is appropriate to audience and language choices are imaginative, memorable, and compelling, enhancing the effectiveness of the oral presentation.		Language is appropriate to audience and language choice is thoughtful, supporting the presentation.		Language not always appropriate to the audience and language choice is commonplace, weakening the presentation.		Language choice is not appropriate or distracts from the presentation.	
Delivery	Delivery techniques (posture, gestures, extemporaneity, vocal rate and expressiveness) make the presentation compelling, and speaker appears confident.		Delivery techniques (posture, gestures, extemporaneity, vocal rate and expressiveness) make the presentation understandable, and speaker appears comfortable.		Delivery techniques (posture, gesture, extemporaneity, vocal rate and expressiveness) undermines the presentation, and speaker appears tentative.		Delivery techniques (posture, gesture, extemporaneity, vocal rate and expressiveness) diminish the presentation, and speaker appears uncomfortable.	
Visuals <i>Use of aids such as PowerPoint, videos, posters, or demonstrations</i>	Integrates visual aid to enhance presentation and help audience understand complex ideas. Presentation skillfully integrates visual aid throughout.		Integrates visual aid to improve presentation quality.		Implementation of visual aid limited or confusing to audience.		Visual element not present or unrelated to presentation.	

*Score of N/A reserved for instances where the item is not asked for in the assignment

Frame and solve problems using quantitative reasoning

	Exemplary 3	2.5	Competent 2	1.5	Emerging 1	0.5	Needs Improvement 0	N/A*
Representation <i>Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Skillfully converts relevant information into an insightful quantitative reasoning in a way that contributes to a further or deeper understanding.		Competently converts relevant information into an accurate but basic quantitative reasoning.		Attempts conversion of information but resulting quantitative reasoning is only partially appropriate or accurate.		Quantitative reasoning is missing, inappropriate or inaccurate.	
Assumptions <i>Make and evaluate important assumptions in estimation, modeling, and data analysis</i>	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.		Explicitly describes assumptions and provides rationale why assumptions are appropriate.		Attempts to describe assumptions and their relevance.		Fails to describe assumptions.	
Application or Analysis <i>Make judgments and draw appropriate conclusions based on quantitative analysis, while recognizing the limits of this analysis</i>	Uses quantitative analysis as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.		Uses quantitative analysis as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.		Uses quantitative analysis as the basis for questionable or very rudimentary conclusions.		Does not use quantitative analysis as basis for judgements. Draws incorrect conclusions.	
Communication <i>Express quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)</i>	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explains it with consistently high quality.		Uses quantitative information in connection with the argument or purpose of the work, though data is presented incompletely or unevenly.		Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.		Presents work without relevant quantitative evidence or support.	

*Score of N/A reserved for instances where the item is not asked for in the assignment

Work with others across differences to achieve shared goals

	Exemplary 3	2.5	Competent 2	1.5	Emerging 1	0.5	Needs Improvement 0	N/A*
Diversity of Communities and Cultures <i>Civic engagement</i>	Deep consideration of own attitudes and beliefs because of working with others. Promotes others' engagement by interpreting experience from the perspectives of own and more than one worldview.		Reflection on own attitudes and beliefs because of working with others. Recognizes the value of more than one worldview.		Awareness that own attitudes and beliefs are different from others. Exhibits little curiosity about what can be learned from others.		Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from others.	
Teamwork <i>Team meetings</i>	Offers solutions or takes courses of action that build on the ideas of others that advance the work of the group.		Offers suggestions or takes courses of action that advance the work of the group.		Shares ideas or takes courses of action but does not advance the work of the group.		Does not advance the work of the group.	
Team Climate	Supports a constructive team climate by doing <u>three or more</u> of the following: <i>Treats team members respectfully by being polite and constructive in communication.</i> <i>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</i> <i>Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</i> <i>Provides assistance or encouragement to team members.</i> <i>Responds to destructive conflict directly and constructively.</i> <i>Listens effectively.</i>		Supports a constructive team climate by doing <u>two</u> of the following: <i>Treats team members respectfully by being polite and constructive in communication.</i> <i>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</i> <i>Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</i> <i>Provides assistance or encouragement to team members.</i> <i>Responds to destructive conflict directly and constructively.</i> <i>Listens effectively.</i>		Supports a constructive team climate by doing <u>one</u> of the following: <i>Treats team members respectfully by being polite and constructive in communication.</i> <i>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</i> <i>Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</i> <i>Provides assistance or encouragement to team members.</i> <i>Responds to destructive conflict directly and constructively.</i> <i>Listens effectively.</i>		Does not supports a constructive team climate. Does <u>none</u> of the following: <i>Treats team members respectfully by being polite and constructive in communication.</i> <i>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</i> <i>Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</i> <i>Provides assistance or encouragement to team members.</i> <i>Responds to destructive conflict directly and constructively.</i> <i>Listens effectively.</i>	

*Score of N/A reserved for instances where the item is not asked for in the assignment

	Exemplary 3	2.5	Competent 2	1.5	Emerging 1	0.5	Needs Improvement 0	N/A*
Difference and Commonality	Demonstrates a sophisticated understanding and appreciation of one or more specific examples of human diversity or commonality.		Provides clear and accurate description(s) of one or more specific examples of human diversity or commonality.		Is generally aware of human diversity or commonality and mentions one or more examples.		Evidence of substantive awareness of human diversity or commonality is lacking, incomplete, or missing.	
Inquiry	Asks complex questions about human difference, seeks out and articulates answers to these questions that reflect multiple diverse perspectives.		Asks deeper questions about human difference and seeks out answers to these questions.		Asks simple or superficial questions about human difference.		Does not ask questions about human difference.	
Commonalities	Demonstrates a sophisticated understanding and appreciation of commonalities among significantly diverse populations.		Provides clear and accurate examples of commonalities among significantly diverse populations.		Displays some awareness of commonalities among significantly diverse populations.		Does not demonstrate recognition of any commonalities among significantly diverse populations.	
Cultural Self-Awareness	Articulates insights into own cultural rules and biases (e.g., seeking complexity; aware of how her/ his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).		Recognizes new perspectives about own cultural rules and biases (e.g., not looking for sameness; comfortable with the complexities that new perspectives offer).		Identifies own cultural rules and biases but with a strong preference for those rules shared with own cultural group and seeks the same in others.		Evidence of awareness of own cultural rules and biases is lacking, incomplete, or missing.	

*Score of N/A reserved for instances where the item is not asked for in the assignment

Analyze ideas, works, or institutions as diverse conceptions of the human condition

	Exemplary 3	2.5	Competent 2	1.5	Emerging 1	0.5	Needs Improvement 0	N/A*
Knowledge <i>Ideas, works, or institutions</i>	Provides accurate and fully detailed description of one or more ideas, works, or institutions.		Provides adequate description of one or more ideas, works, or institutions.		Provides sketchy or minimal description of one or more ideas, works, or institutions.		Provides no significant description of any ideas, works, or institutions.	
Analysis <i>Ideas, works, or institutions</i>	Provides sophisticated analysis of one or more ideas, works, or institutions, informed by existing scholarship on the subject.		Provides adequate analysis of one or more ideas, works, or institutions, and may show some awareness of existing scholarship on the subject.		Provides minimal or incomplete analysis of one or more ideas, works, or institutions.		Provides no analysis of any ideas, works, or institutions.	
Context <i>Comparison to other ideas, works, or institutions</i>	Places ideas, works, or institutions, in richly detailed and sophisticated context through comparison to relevant other examples of ideas, works, or institutions representative of the human condition.		Places ideas, works, or institutions, in adequate context through comparison with relevant other examples of ideas, works, or institutions representative of the human condition.		Places ideas, works, or institutions, in minimal context through comparison with relevant other examples of ideas, works, or institutions representative of the human condition.		Makes no comparisons to relevant other examples of ideas, works, or institutions representative of the human condition.	
Connections <i>Ideas, works, or institutions and the human condition</i>	Clearly articulates connections between the idea, work, or institution and the human condition, including citing relevant and specific examples.		Adequately articulates connections between the idea, work, or institution and the human condition, including citing relevant examples.		Makes a minimal or superficial attempt to articulate any connection between the idea, work, or institution and the human condition.		Unable to, or does not attempt to, articulate any connection between the idea, work, or institution and the human condition.	

*Score of N/A reserved for instances where the item is not asked for in the assignment

	Exemplary 3	2.5	Competent 2	1.5	Emerging 1	0.5	Needs Improvement 0	N/A*
Claim	Claim(s) examined presented clearly with accompanying discussion of contextual factors.		Claim(s) examined presented clearly.		Claim(s) mentioned, but presentation lacks clarity or is incorrect.		Claim(s) not identified.	
Evidence	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis.		Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis.		Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.		Information is taken from source(s) without any interpretation/ evaluation or information not present.	
Tools of Scientific Inquiry	Comprehensive, appropriate set of tools used to gather and/or analyze data.		Tool(s) used for gathering and/or analyzing data are appropriate to the investigation but limited in scope.		Tool(s) used for gathering and/or analyzing data are introduced, but inappropriate or insufficient.		Tool(s) used for gathering and/or analyzing data are not mentioned or unknown.	
Organization Structuring of data in a way that allows relationships to become apparent	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities.		Organizes evidence to reveal important patterns, differences, or similarities.		Attempts to organize evidence, but organization is not effective in revealing important patterns, differences, or similarities.		Does not present evidence, or it is not organized or relevant.	
Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings.		States a conclusion focused solely on the inquiry findings.		States a general conclusion. May be so general it applies beyond the scope of the inquiry findings.		States no conclusion or an unsupported conclusion.	

*Score of N/A reserved for instances where the item is not asked for in the assignment

Engage in a creative process to produce artistic work

	Exemplary 3	2.5	Competent 2	1.5	Emerging 1	0.5	Needs Improvement 0	N/A*
Invention or Selection	Conceptualizes and generates an original/innovative artistic work. Selects a unique and challenging piece for performance/interpretation.		Conceptualizes and generates an artistic work. Selects a unique piece for performance or interpretation.		Conceptualizes or generates an artistic work. Selects an appropriate piece for performance or interpretation.		Fails to fully conceptualize or generate an artistic work. Selects an inappropriate piece for performance or interpretation.	
Form	Organizes and develops an original/innovative artistic work, interpretation, or performance.		Organizes and develops an artistic work, interpretation, or performance.		Attempts to organize or develop an artistic work, interpretation, or performance.		Fails to organize or develop an artistic work, interpretation, or performance.	
Craft and Technique	Develops and refines advanced artistic techniques. Employs advanced techniques for interpretation or performance.		Develops and refines basic artistic techniques. Employs basic artistic techniques for interpretation or performance.		Develops or refines some elements of basic artistic techniques. Employs some elements of basic artistic techniques for interpretation or performance.		Neither develops nor refines artistic techniques. Does not employ artistic techniques for interpretation or performance.	
Completion	Refines and completes an innovative/original artistic work, interpretation, or performance.		Refines and completes an artistic work, interpretation, or performance.		Refines or completes an artistic work, interpretation, or performance.		Fails to refine or complete an artistic work, interpretation, or performance.	
Meaning and Presentation	Conveys significant meaning through the innovative/original presentation of artistic work or through the interpretation or performance.		Conveys coherent meaning through the complete presentation of artistic work, interpretation, or performance.		Conveys some meaning through the adequate presentation of artistic work, interpretation, or performance.		Fails to convey meaning through interpretation or performance. Fails to present artistic work.	

*Score of N/A reserved for instances where the item is not asked for in the assignment

Interpret creative works and ideas as expressions of meaning and purpose

	Exemplary 3	2.5	Competent 2	1.5	Emerging 1	0.5	Needs Improvement 0	N/A*
Identification and Description	Identifies and describes creative works with depth and insight.		Identifies and describes creative works.		Identifies or describes creative works.		Neither identifies nor describes creative works.	
Meaning	Interprets the function and construction of meaning from creative works with originality.		Interprets the function and construction of meaning from creative works.		Attempts to interpret the function or construction of meaning from creative works.		Fails to interpret the function and construction of meaning from creative works.	
Evaluation	Applies a range of aesthetic criteria to evaluate creative works.		Applies more than one aesthetic criteria to evaluate creative works.		Applies one aesthetic criterion to evaluate creative works.		Fails to apply aesthetic criteria to evaluate creative works.	
Connections	Relates creative works to a range of social, cultural and historical contexts to deepen and complicate understanding.		Relates creative works to some social, cultural, or historical contexts to confirm understanding.		Relates creative works to at least one element of social, cultural and historical context.		Fails to relate creative works to any societal, cultural and historical context.	

*Score of N/A reserved for instances where the item is not asked for in the assignment

Analyze the origins and consequences of one's own personal values

	Exemplary 3	2.5	Competent 2	1.5	Emerging 1	0.5	Needs Improvement 0	N/A*
Ethical Self-Awareness	Discusses in detail and analyzes connections between core beliefs and the origins of the core beliefs.		Discusses in detail both core beliefs and the origins of the core beliefs.		States both core beliefs and the origins of the core beliefs.		Fails to articulate either core beliefs or the origins of the core beliefs.	
Knowledge <i>Cultural self-awareness</i>	Analyzes how cultural rules and biases contribute to social/cultural interactions, relationships, etc. and how their own biases may shape their interactions with others.		Recognizes new perspectives about their own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer) and articulates how their experiences have shaped these perspectives/biases.		Shows some awareness of own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others).		Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s) [e.g., uncomfortable with identifying possible cultural differences with others]).	
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences) that has occurred across multiple and diverse contexts.		Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).		Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).		Describes own performances with no reflection and only general descriptors of success and failure.	
Student's Position <i>Perspective, thesis/ hypothesis</i>	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Recognizes the limits of position (perspective, thesis/ hypothesis), as well as the possible advantages/limits of the perspectives of others.		Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).		Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.		Specific position (perspective, thesis/ hypothesis) is either unstated or does not acknowledge different sides of an issue.	

*Score of N/A reserved for instances where the item is not asked for in the assignment

Apply ethical reasoning to important issues facing society

	Exemplary 3	2.5	Competent 2	1.5	Emerging 1	0.5	Needs Improvement 0	N/A*
Conceptual Framework	Specifies framework(s) for ethical understanding, Presents the gist of said framework(s), and accurately explains the details of the framework(s) used.		Specifies framework(s) for ethical understanding, presents the gist of said framework(s), and attempts to explain the details of the framework(s) used, but has some inaccuracies or absences.		Specifies the framework they use and only presents the gist of the named framework.		At best, only names the framework or it is not named at all.	
Complexity	Recognizes ethical issues when presented in a complex, multilayered (gray) context AND recognizes cross-relationships among the issues.		Recognizes ethical issues when presented in a complex, multilayered (gray) context OR identifies cross-relationships among the issues.		Recognizes basic or obvious ethical issues or incompletely identifies interrelationships among the issues.		Fails to recognize basic ethical issues or fails to identify relationships among issues.	
Position	States a position and objections to assumptions implications about the position. Reasonably defends against the objections to assumptions and implications of different ethical perspectives.		States a position and objections to assumptions and implications about the position. Responds to the objections to assumptions and implications of different ethical perspectives but response is incomplete or inadequate.		States a position and objections to assumption and implications about the position but does not respond to them.		Does not clearly state a position or consider assumptions or implications.	
Application	Applies ethical perspectives/ concepts to an ethical question, accurately, and considers full implications of the application.		Applies ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.		Applies ethical perspectives/concepts to an ethical question, but the application is inaccurate.		Does not apply ethical perspectives/concepts to an ethical question.	
Responsibility	Analyzes what it means to act responsibly to address ethical and social challenges and differentiates the effects of individual and collective actions within those systems.		Explains ethical and social challenges in a way informed by one's sense of personal and civic responsibility.		Identifies ethical and social consequences of local, national, or global decisions.		Fails to identify basic ethical dimensions of any local, national, or global decisions.	

*Score of N/A reserved for instances where the item is not asked for in the assignment