Childhood Development – Adult Degree Completion (ADC)
Critical Thinking Core Competency Assessment
2018-2019

Learning Outcome:
Critical Thinking: Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.

Outcome Measure:
ETS Proficiency Profile Exam

Criteria for Success (how do you judge if the students have met your standards):
70% of the students will be marginal or proficient at Level 2 Reading/Critical Thinking.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Percentage of Students Marginal or Proficient

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
ETS Proficiency Profile Level 2 Critical Thinking	N/A	N/A	N/A	N/A	83.3%	40.4%	25%

Conclusions Drawn from Data:
The criteria of 70% was not met. It is important to note that this year ETS Proficiency Profile Exam was administered online and there were multiple access issues within the cohorts. A significant decline from 2017-18 was exhibited. Students in the CDV program are primarily assessed through writing, projects, and presentations and are not assessed through exams or tests in their courses.

Changes to be Made Based on Data:
It is the hope of this program that the online component of the ETS Proficiency Profile will be revisited to establish a more accurate outcome. The program will continue to incorporate current research based journal articles in all courses. The objective is to scaffold students' ability to examine, critique, and synthesize content specific information. We will also return to using the paper version of the exam in place of the online version to reduce frustration and stress for students taking this exam.

Rubric Used: No rubric. We use the ETS Proficiency Profile test results.

Childhood Development – Adult Degree Completion (ADC)
Written Communication Competency Assessment
2018-2019

Learning Outcome:
Written: Students will be able to effectively express ideas and information to others through written communication.

Outcome Measure:
ETS Proficiency Profile Exam

Criteria for Success (how do you judge if the students have met your standards):
75% of the students will be marginal or proficient at Level 2 Writing.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Percentage of Students Marginal or Proficient

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
ETS Proficiency Profile Level 2 Writing	N/A	N/A	N/A	N/A	55.6%	28.8%	30%

Conclusions Drawn from Data:
The criteria of 75% was not met. It is important to note that this year ETS Proficiency Profile Exam was administered online and there were multiple access issues within the cohorts. A slight increase from 2017-18 was exhibited. Students in the CDV program are primarily assessed through writing, projects, and presentations and are not assessed through exams or tests in their courses. Many of the ADC students are also English as a second language learners. The ETS Proficiency Profile focuses on grammar and identifying inaccuracies in written work.

Changes to be Made Based on Data:
It is the hope of this program that the online component of the ETS Proficiency Profile will be revisited to establish a more accurate outcome. The writing is a high priority in the degree completion Child Development program. The students are coming in at a lower level of writing ability than our traditional students. Changes are being made throughout the program to increase the level of writing of our students. This is being done by the following changes: A writing course has being added to the program to help improve competencies in written word. Additional writing support will be encouraged by faculty for those students scoring low on writing competencies. Referrals will be made to the GPS Writing Center as well as the Brainfuse tool on Canvas. Special training will be made available to faculty on meeting the needs of English as a second language learners. We will also return to using the paper

version of the exam in place of the online version to reduce frustration and stress for students taking this exam.

Rubric Used: No rubric. We use the ETS Proficiency Profile test results.

Childhood Development – Adult Degree Completion (ADC)
Quantitative Literacy Core Competency Assessment
2018-2019

Learning Outcome:
Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.

Outcome Measure:
ETS Proficiency Profile Exam

Outcome Measure:
ETS Proficiency Profile Exam

Criteria for Success (how do you judge if the students have met your standards):
70% of the students will be marginal or proficient at Level 2 Math.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Percentage of Students Marginal or Proficient

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
ETS Proficiency Profile Level 2 Math	N/A	N/A	N/A	N/A	27.8%	30.8%	35%

Conclusions Drawn from Data:
The criteria of 70% was not met. It is important to note that this year ETS Proficiency Profile Exam was administered online and there were multiple access issues within the cohorts. A slight increase from 2017-18 was exhibited. Students in the CDV program are primarily assessed through writing, projects, and presentations and are not assessed through exams or tests in their courses. It is unclear the timeline for students having completed a math course in which quantitative reasoning would have been assessed. A new assessment tool was implemented in the Child and Nutrition course.

Changes to be Made Based on Data:
It is the hope of this program that the online component of the ETS Proficiency Profile will be revisited to establish a more accurate outcome. An increased focus on quantitative reasoning will be highlighted throughout the program when appropriate with an emphasis in the Child and Nutrition course. Additional review of the Child and Nutrition course will be done to identify opportunities for increasing quantitative reasoning skills.

Rubric Used
No rubric. We use the ETS Proficiency Profile test results.

Childhood Development – Adult Degree Completion (ADC)
Information Literacy Core Competency Assessment
2018-2019

Learning Outcome:
Students will be able to identify, locate, evaluate and effectively and responsibly use and cite information for the task at hand (Informational Literacy)

Outcome Measure:
CDV355: Research Paper: A question formulated to address an issue that affects children or families of children with special needs. Students will research and find a minimum of five peer reviewed articles published in the last three years (books can be used as well), then summarize findings and address the question asked – supporting findings with evidence from articles. Students will complete an annotated bibliography of all research materials found.

Criteria for Success (if applicable):
80% of students will score a three or higher on each criteria of the four-point AAC&U Information Literacy Value Rubric

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:
Began assessing CDV program with the first cohort in spring 2017.

Information Literacy Value Rubric:

Rubric Criteria	CDV355 Semester	N	4 Mastery %	3 Proficiency %	2 Developing %	1 Beginning %
Determine Extent of Information	SP 2017	9	22	56	22	0
	SU 2017	49	22	37	22	18
	FA 2017	16	21	57	21	0
	SP 2018	47	19	26	40	15
	SU 2018	69	26	58	17	0
	FA 2018	42	18	53	24	5
	SP 2019					

Rubric Criteria	CDV355 Semester	N	4 Mastery %	3 Proficiency %	2 Developing %	1 Beginning %
Access Needed Information	SP 2017	9	0	67	33	0
	SU 2017	49	39	41	14	6
	FA 2017	16	0	79	21	0
	SP 2018	47	34	51	13	2
	SU 2018	69	26	59	15	0
	FA 2018	42	18	50	29	3
	SP 2019					
Evaluate Information / Sources	SP 2017	9	11	67	22	0
	SU 2017	49	24	51	20	4
	FA 2017	16	0	79	21	0
	SP 2018	47	28	55	17	0
	SU 2018	69	27	50	23	0
	FA 2018	42	16	63	18	3
	SP 2019					
Use Information Effectively	SP 2017	0	67	33	0	0
	SU 2017	49	8	47	37	8
	FA 2017	16	7	57	36	0
	SP 2018	47	6	49	38	6
	SU 2018	69	20	50	24	6
	FA 2018	42	11	63	24	3
	SP 2019					
Access and Use Information	SP 2017	9	11	33	56	0
	SU 2017	49	0	15	33	52
	FA 2017	16	0	29	57	14
	SP 2018	47	2	27	38	33
	SU 2018	69	5	58	27	11
	FA 2018	42	3	50	42	5
	SP 2019					

Conclusions Drawn from Data:
Overall, the criteria 80% was not achieved for this learning outcome. 78% was achieved for determining the extent of information, 77% was achieved for accessing needed information, 78% was achieved for evaluating information/sources, 72% was achieved for effective use of information, and 58% was achieved for access and use of information.

Students were provided exemplar examples of assignments, faculty was scaffolded on alignment of rubrics. Although a writing course was added to the program in term one, students for this assessment

period had not yet benefited from that course. The writing workshop that was offered by the librarian or CEL Director of Writing was not conducted for this group of students.

A writing course was added to the program in Fall 2018 to help improve competencies in written word and research. Results from this course should be evident in the 2019-2020 assessment.

The signature assignment was assessed by the Program Director and the Department Chair.

Changes to be Made Based on Data:
Assignment grading rubric and prompt for students will be evaluated to clearly communicate goals of the assignment and ensure alignment with PLO3 and depth of analyzing scientific research and understanding of philosophical views of growth and development. Exemplar examples of assignment will be added into the assignment prompt and faculty resources. A research workshop, provided by the CEL Director of Writing, will be scheduled for the beginning of the course to support the knowledge gained in the writing course from the first term and ensure mastery of research and writing practices.

Professors will be scaffolded in alignment of rubrics and understanding of how this assignment is evaluated against PLO3. The focus will be depth of research and understanding of different philosophical viewpoints of growth and development, clarity of assignment goals and consistent alignment of rubrics throughout the cohorts. This will be done through faculty training and the student research workshop.

While an overall improvement was shown, the current rubric should be evaluated for clear alignment to the PLO for this assignment.

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org

	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically* *****Corrected Dimension 3: Evaluate Information and its Sources Critically in July 2013	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view.)	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority.)	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency.)	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question.)
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally*	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

Childhood Development – Adult Degree Completion (ADC)
Oral Communication Core Competency Assessment
2018-2019

Learning Outcome:
Students will be able to speak about their work with precision, clarity, and organization (Oral Communication).

Outcome Measure:
CDV495: Preparation of a professional statements and portfolio. Students will write and present their portfolios including: Professional Philosophy, Professional goals, code of ethics and discuss areas of professional service and experiences

Criteria for Success (if applicable):
80% of students will score a three or higher on each criteria of a four-point rubric

Aligned with DQP Learning Areas (highlight one or more):
1. Specialized Knowledge
2. Broad and Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:
Began assessing CDV program 2017. Cohort 1 was assessed in Spring 2017.

Oral Communication Value Rubric:

Rubric Criteria	Course	Semester	N	4 Mastery %	3 Proficiency %	2 Developing %	1 Beginning %
Organization	CDV495	SP 2017	7	86	14	0	0
	CDV495	SU 2017	10	NA	NA	NA	NA
	CDV495	FA 2017	21	43	43	14	0
	CDV495	SP 2018	16	44	44	13	0
	CDV495	SU 2018	25	52	44	4	0
	CDV495	FA 2018	34	71	29	0	0
	CDV495	SP 2019	20	65	35	0	0
Language	CDV495	SP 2017	7	86	14	0	0
	CDV495	SU 2017	10	NA	NA	NA	NA
	CDV495	FA 2017	21	38	33	29	0
	CDV495	SP 2018	16	31	56	13	0
	CDV495	SU 2018	25	48	52	0	0
	CDV495	FA 2018	34	76	24	0	0
	CDV495	SP 2019	20	60	40	0	0
Delivery	CDV495	SP 2017	7	43	57	0	0

Rubric Criteria	Course	Semester	N	4 Mastery %	3 Proficiency %	2 Developing %	1 Beginning %
	CDV495	SU 2017	10	NA	NA	NA	NA
	CDV495	FA 2017	21	60	30	10	0
	CDV495	SP 2018	16	38	31	25	6
	CDV495	SU 2018	25	44	52	4	0
	CDV495	FA 2018	34	74	24	3	0
	CDV495	SP 2019	20	30	60	10	0
Supporting Material	CDV495	SP 2017	7	43	57	0	0
	CDV495	SU 2018	25	52	48	0	0
	CDV495	FA 2018	34	88	12	0	0
	CDV495	SP 2019	20	85	10	0	0
Central Message	CDV495	SP 2017	7	57	43	0	0
	CDV495	SU 2018	25	36	64	0	0
	CDV495	FA 2018	34	62	38	0	0
	CDV495	SP 2019	20	30	65	5	0

Conclusions Drawn from Data:
Overall, the criteria of 80% or higher was met and exceeded with an overall 98%. 99% was achieved for organization, 100% was achieved for language, 95% was achieved for delivery, 98% was achieved for supporting material, and 98% was achieved for central message.

This outcome was assessed by five faculty members in Summer 2018, seven faculty members in Fall 2018, and five faculty members in Spring 2019. Scores were averaged. The Department Chair was included in this assessment for Summer 2018 and Fall 2018.

Changes to be Made Based on Data:
All cohorts present together on the main campus, dressed in professional attire at the conclusion of their program. They present in front of an audience of faculty, administration, and their peers. Each student is given four minutes to present professional philosophy, code of ethics, and work samples from their ePortfolio.

The oral communication rubric will be added to the presentation assignment on Canvas so that students know how their presentations will be scored by faculty. Students will be encouraged to orally practice in front of friends and family before giving their formal presentation on main campus. A workshop will be offered during the last seven weeks of the course to allow students the opportunity to practice their presentations.

Rubric Used: AAC&U Oral Communication Value Rubric

ORAL COMMUNICATION VALUE RUBRIC
for more information, please contact value@aacu.org

AAC&U Association of American Colleges and Universities

Definition: Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. *Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone (4)	Milestones (3)	Milestones (3)	Benchmark (1)
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

Childhood Development – Adult Degree Completion (ADC)
Written Communication Competency Assessment
2018-2019

Learning Outcome:
Students will be able to write about their work with precision, clarity, and organization (Written Communication).

Outcome Measure:
CDV495: Preparation of a professional statements and portfolio. Students will write and present their portfolios including: Professional Philosophy.

Criteria for Success (if applicable):
80% of students will score a three or higher on each criteria of a four-point rubric

Aligned with DQP Learning Areas (highlight one or more):
1. Specialized Knowledge
2. Broad and Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:
Began assessing CDV program 2017. Cohort 1 was assessed in Spring 2017.

AAC&U Written Communication Value Rubric:

Rubric Criteria	Course	Semester	N	4 Mastery %	3 Proficiency %	2 Developing %	1 Beginning %
Context and Purpose	CDV495	SP 2017	7	29	57	14	0
	CDV495	SU 2017	8	25	38	38	0
	CDV495	FA 2017	44	36	36	25	2
	CDV495	SP 2018	15	20	60	20	0
	CDV495	SU 2018	48	23	60	17	0
	CDV495	FA 2018	67	18	57	25	0
	CDV495	SP 2019	39	26	56	18	0
Content Development	CDV495	SP 2017	7	14	57	29	0
	CDV495	SU 2017	8	25	25	25	25
	CDV495	FA 2017	44	23	41	36	0
	CDV495	SP 2018	15	13	40	47	0
	CDV495	SU 2018	48	27	60	13	0
	CDV495	FA 2018	67	31	49	19	0
	CDV495	SP 2019	39	33	46	21	0

Rubric Criteria	Course	Semester	N	4 Mastery %	3 Proficiency %	2 Developing %	1 Beginning %
Genre and Disciplinary Conventions	CDV495	SP 2017	7	0	57	43	0
	CDV495	SU 2018	48	8	73	19	0
Sources and Evidence	CDV495	SP 2017	7	14	86	0	0
	CDV495	SU 2018	48	6	75	19	0
Control of Syntax and Mechanics	CDV495	SP 2017	7	14	43	43	0
	CDV495	SU 2017	8	13	50	38	0
	CDV495	FA 2017	44	14	47	40	0
	CDV495	SP 2018	15	6	73	20	0
	CDV495	SU 2018	48	21	69	10	0
	CDV495	FA 2018	67	27	54	15	4
	CDV495	SP 2019	39	28	64	8	0

Conclusions Drawn from Data:
Overall, the criteria of 80% or higher for success was met throughout the cohorts. 80% was achieved for context and purpose, 82% was achieved for content development, and 88% was achieved for control of syntax and mechanics.

The overall percentage increased 18% from 2017-2018. Student population continues to be a large percentage of English as a second language learners in the makeup of each cohort. All but one of these courses were taught by the program director and mandatory student consultations were required for support and scaffolding of this assignment and writing expectations. Additional referrals for writing support was made to the CEL writing center and Brainfuse.

The signature assignment was assessed by the Program Director and the Department Chair.

Changes to be Made Based on Data:
A writing course has been added to the program to help improve competencies in written word and results from students taking this course will be evaluated starting with the Summer 2019 cohorts. The Program Director will continue to work as the primary faculty for capstone courses and will work closely with other professors assigned to this course to scaffold the alignment of rubrics and understanding of how this assignment is evaluated against PLO6. The focus will be consistent alignment of rubrics throughout the cohorts. A mandatory student consultation or workshop with the Program Director for Professional Philosophy will be added to the first seven weeks of the capstone course. Additional writing support will be encouraged by faculty for those students scoring low on writing competencies. Referrals will continue to be made to the GPS Writing Center as well as the Brainfuse tool on Canvas.

Rubric Used:
AAC&U Written Communication Value Rubric

WRITTEN COMMUNICATION VALUE RUBRIC
for more information, please contact value@aacu.org

AAC&U Association of American Colleges and Universities

Definition: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	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, 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.
Sources and Evidence	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 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.
Control of Syntax and Mechanics	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.