Sociology, Social Work, and Family Sciences
PLO Data for Criminal Justice – Adult Degree Completion
FA2019-SP2020

Learning Outcome #1:
Demonstrate the ability to apply theoretical and legal foundations of criminal justice.

Outcome Measure:
SCJ3000 – Final Written Assignment
SCJ3010 – Applied Project

Criteria for Success (if applicable):
75% of the students to score a 3 or above (SCJ3000) 75% of the students will earn a "C" or better (SCJ3010)

Longitudinal Data:

SCJ3000 Written Assignment	Number of students	Percentage of Class at 3 or Above Competency
Cohort 1:FA15		100%
Cohort 2:SP16		87.5%
Cohort 3:FA16		96%
Cohort 4:SP17		100%
Cohort 5:FA17		87%
Cohort 6:SP18		N/A
Cohort 7:FA18		92%
Cohort 8:FA18		91%
Cohort 9:FA18		92%
Cohort 10:SP19		91%
Cohort 11:FA19		88%
Cohort 12:FA19		82%
Cohort 13:SP20		88%

SCJ3000 Written Assignment	Number of students	Percentage of Class at 3 or Above Competency
Cohort 1:SP16		100%
Cohort 2:SP16		75%
Cohort 3:FA16		96%
Cohort 4:SP17		94%
Cohort 5:FA17		82%
Cohort 6:SP18		NA
Cohort 7:FA18		95%
Cohort 8:FA18		90%
Cohort 9:FA18		89%
Cohort 10:SP19		91%
Cohort 11:FA19		96%
Cohort 12:FA19		94%
Cohort 13:SP20		96%

Conclusions Drawn from Data:

Students demonstrate a clear understanding of the theoretical and legal foundations of the criminal justice system. Cohorts 11-13 exceeded and met benchmark expectations for both SCJ 3000 and SCJ 3010.

Changes to be Made Based on Data:

None at this time. Continue monitoring and improving teaching methods.

Rubric Used:

Final Exam (SCJ3010)
Final Assignment Rubric (SCJ3000)

Final Assignment Rubric
(SCJ3000)

Final Assignment						
Criteria	**Ratings**					**Pts**
This criterion is linked to a Learning Outcome Organization	**20.0 pts Writing shows high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion and stirs thought regarding the topic.**	**18.0 pts Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present.**	**15.0 pts Writing is coherent and logically organized. Some points remain misplaced and stray from the topic. Transitions evident but not used throughout essay.**	**13.0 pts Writing lacks logical organization. It shows some coherence but ideas lack unity. Serious errors.**	0.0 pts No submission or the submission does not meet any of the elements required.	20.0 pts
This criterion is linked to a Learning Outcome Level of Content	**70.0 pts Content indicates synthesis of ideas, in-depth analysis and evidences original thought and support for the topic.**	**61.0 pts Content indicates original thinking and develops ideas with sufficient and firm evidence.**	**54.0 pts Content indicates thinking and reasoning applied with original thought on a few ideas.**	**45.0 pts Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal.**	0.0 pts No submission or the submission does not meet any of the elements required.	70.0 pts

Final Assignment		
Criteria	**Ratings**	**Pts**
This criterion is linked to a Learning Outcome Grammar/ Mechanics	**10.0 pts Free of distracting spelling, punctuation, and** **grammatical errors; absent of fragments, comma splices, and run-ons.** / **8.0 pts** **Most spelling, punctuation, and grammar correct allowing** **reader to progress though essay. Some errors remain.** / **7.0 pts Spelling, punctuation, and word choice slightly** **distract reader.** / **6.0 pts Spelling, punctuation, and grammatical errors create** **distraction, making reading difficult, fragments, comma splices, run-ons evident. Errors are frequent.** / **0.0 ptsNo submissionor the submission does not** **meet any of the elements required.**	10.0 pts
Total Points: 100.0		

Assessment Data CJ-ADC

Learning Outcome #2:
Demonstrate knowledge of each of the components of the criminal justice system: the historical background, structure, function, and purpose.

Outcome Measure:
SCJ4009 – Written Assignment or Final Exam Annually.

Criteria for Success (if applicable):
75% of the students will earn a C or Better

Longitudinal Data:

SCJ4009 Written Assignment	Number of students	Percentage of Class with C or Better Grade
Cohort 1: SP16		100%
Cohort 2: SU16		87.5%
Cohort 3: SP17		93%
Cohort 4: FA17		91%
Cohort 5: SP18		76%
Cohort 6: SP18		76%
Cohort 7: FA18		91%
Cohort 8: FA18		93%
Cohort 9: FA18		94%
Cohort 10: SP19		93%
Cohort 11: FA19		95%
Cohort 12: FA19		88%
Cohort 13: SP20		95%

Conclusions Drawn from Data:

ADC students demonstrate their understand of the components of the criminal justice system by passing the final exam with above average ratings. Cohorts 11-13 have met the benchmark for the learning outcomes.

Changes to be Made Based on Data:
Students will continue to be mentored and engaged through effective teaching methods applying legal historical background, structure, practical application providing purpose to theirlearning.

Rubric Used:
See rubric below.

Mock Trial Performance Rubric

Criteria	Ratings			
This criterion is linked to a Learning	**25 pts Distinguished** Witnesses	**20 pts Proficient** Witnesses were well-	**16 pts Below Standard** Attorney was mostly unprepared. Witnesses	**0 pts Non-Performance** Witness could not maintain character. Wi unsure, illogical, uninformed, unprepared communication. Shows almost complete
Outcome	were well-	prepared.	were poorly prepared.	the case and materials. • Witness made testimony (inconsistent with the storyline)may have used notes or been prompted i ways by attorneys.
demonstrating knowledge of the different components of criminal justice	prepared. Case theorywell-constructed. • Appropriate interaction with justices and attorneys.No distractions or	Case theory adequate. • Appropriate interaction with justices and attorneys.No distractions or behavior that slows the	Case theory had serious flaws. • Behavior like constant objections without cause or disruptions outof order occasionally hurt the trial process. • Attorney made little or no use of witness and evidentiary resources. •	
performed in a mocktrial.	behavior that slows the "wheels ofjustice". • Attorney made full and wise use of witness and evidentiary resources. • Provides an accurate synopsis of the case in	"wheels of justice". • Attorney made mostly good use of witness and evidentiary resources. • Provides an accurate synopsis of the case in opening and closing. No	Opening and closing argument are irrelevant, inconsistent, and/or poorly constructed. • Direct examination questions were irrelevant, illogical, unclear. Cross-examination questions were ineffective. Examination of witnesses seemed whimsical. There were many objections	

Mock Trial Performance Rubric

Criteria	Ratings			

| | opening and closing. No notes used. • Direct examination questions were relevant, logical, clear. Cross-examination questions were strategically useful. The redirect was effective when needed. All examination was purposeful and calculated. There were few or no objections sustained against this attorney. | notes used. • Direct examination questions were relevant, logical, clear. Cross-examination questions were strategically useful. The redirect was effective when needed. All examination was purposeful and calculated. There were few or no objections sustained against this attorney. | sustained against his attorney. | |

| This criterion is linked to a Learning Outcome

Required Components. | **25 pts Distinguished**
Witness

remained

consistentlyand convincinglyin character.

Witness was fluent, persuasive, clear, understandable. Shows mastery of the case and materials. • Witness | **20 pts Proficient**
Witness remained

mostly

convincingly in character. Witness wasfluent,

persuasive, clear, understandable. Shows strong knowledge of the case and materials with some gaps in unimportant | **16 pts**
Below Standard
Witness remainedrarely in character.

Witness was often

unsure, illogical, uninformed, unprepared, ineffectivein communication.

Shows little knowledge of the case and materials. • Witness made important errors in testimony (inconsistent with the storyline). • Witness may have used notes or been prompted in obvious ways by | **0 pts**
Non-Performance
Witness could not maintain character. Wiunsure, illogical, uninformed, unprepared communication. Shows almost complete the case and materials. • Witness made testimony (inconsistent with the storyline) may have used notes or been prompted iways by attorneys. |

speaks clearly	matters. •	attorneys.	

Mock Trial Performance Rubric

Criteria	Ratings			
	and loudly enough to be heard. • Witness made no errors in testimony (inconsistent with the storyline). • Witness used no notes.	Witness speaks clearly and loudly enough to be heard. • Witness made no errors in testimony (inconsistent with the storyline). • Witness used no notes.		

Total Points: 50.0

Assessment Data CJ-ADC

Learning Outcome #3:
Integrate and apply understanding of the social realities, discrimination, and conflicts in the criminal justice system resulting from racial, socio-economic, and cultural inequities.

Outcome Measure:
SCJ4050 – Reflection or Integration Paper Annually
SCJ4076 – Research Paper or Presentation Annually

Criteria for Success (if applicable):
75% of the students will earn a "C" or better (SCJ450)75% of the students will earn a "C" or better (SCJ476)

Longitudinal Data:

SCJ4050 Final Project	Number of students	Percentage of Class Earning "C" or Better
Cohort 1: FA16		100%
Cohort 2: SP17		69%
Cohort 3: FA17		75%
Cohort 4: FA17		91%
Cohort 5: SP18		89%
Cohort 6: SP18		NA
Cohort 7: FA18		93%
Cohort 8: FA18		94%
Cohort 9: FA18		92%
Cohort 10: SP19		91%
Cohort 11: FA19		92%
Cohort 12: FA19		92%
Cohort 13: SP20		94%

I'm very confused as to why this table is different from above? The only difference I see is the scores? Can you explain please.

SCJ4050 Final Project	Number of students	Percentage of Class Earning "C" or Better
Cohort 1: SU16		100%
Cohort 2: FA16		68.75%
Cohort 3: SU17		75%
Cohort 4: FA17		91%
Cohort 5: SP18		89%
Cohort 7: FA 18		93%
Cohort 8: FA 18		94%
Cohort 9: FA 18		92%
Cohort 10: SP19		93%
Cohort 11: FA 19		92%
Cohort 12: FA 19		94%
Cohort 13: SP 20		99%

SCJ4076 Research Paper or Presentation grades	Number of students	Percentage of Class Earning "C" or Better
Cohort 1: FA16		89%
Cohort 2: SP17		93%
Cohort 3: FA17		87%
Cohort 4: SP18		92%
Cohort 6: FA18		NA
Cohort 7: SP19		93%
Cohort 8: SP19		92%
Cohort 9: SP19		94%
Cohort 10: SP19		92%
Cohort 11: FA19		92%
Cohort 12: FA19		92%
Cohort 13: SP20		94%

Conclusions Drawn from Data:
ADC students demonstrate their understand of the components of restorative justice, including the social realities, discrimination, and conflicts in the criminal justice system resulting from racial, socio-economic, and cultural inequities in the criminal justice system as revealed in their above average scores in their final reflection papers. Cohorts 11-13 have met the benchmark for the learning outcomes. SCJ4076 students proved their aptitude and learning throughout the entire criminal justice program as they collaborated to complete a final project revealing their understanding of criminal justice.

Changes to be Made Based on Data: No changes will be made to the course at this time.

Rubric Used:
Rubric (SCJ4050) andRubric (SCJ4076)

Final Paper Rubric SCJ 4050

Criteria	Ratings				
This criterion is linked to a Learning Outcome Content	5.0 pts Distinguished- Evidence of additional analysis beyond what Is outlined in the assignment. Sources are clearly academic and show a breadth of research.	4.0 pts Proficient- Evidence that all required analysis outlined in assignment has been completed. Sources are academic and over the standard research areas.	3.0 pts Basic- Evidence that most required analysis is present, however the analysis lacks depth. Limited research breadth evident.	2.0 pts Below Expectations Little or no evidence that the required research outlines in the assignment was completed. Most of the resources are general and popular with limited amount of research breadth evident.	0.0 pts Non- Performance – The assignment is either nonexistent or lacks the components described in the instructions
This criterion is linked to a Learning Outcome Mechanics	2.5 pts Distinguished- Evidence of a clear thesis and articulate line of reasoning, points are well substantiated, and words are used carefully and there are very few, if any, minor errors related to spelling, grammar, and sentence structure.	2.0 pts Proficient- Rationale is clear and the word choice supports the line of reasoning. May contain several minor errors related to grammar, spelling, sentence structure, but they do not distract from the content.	1.75 pts Basic-The rationale and word choices are sometimes unclear or hard to decipher and contain errors related to grammar, spelling, and sentence structure. The errors somewhat distract the reader from the content.	1.6 pts Below Expectations- Word choices and/or rationale are significantly lacking for college-level writing containing major errors related to grammar, spelling, sentence structure and citations the inhibit understanding.	

Final Paper Rubric SCJ 4050

Criteria	Ratings				
This criterion is linked to a Learning Outcome Style and Formatting	**2.5 pts Distinguished- Summaries are both summative and evaluative and accurately uses APA formatting consistently throughout the assignment.**	**2.0 pts Proficient- Summaries include some evaluation and exhibit APA formatting throughout the assignment. However, layout contains a few minor errors.**	**1.75 pts Basic- Summaries contain little evaluation and exhibit basic knowledge of APA formatting throughout the assignment. However, layout does not meet all APA requirements.**	**1.6 pts Below Expectations. Listed resources are missing summaries or have no evaluative component. Fails to exhibit basic knowledge of APA formatting. There are frequent errors, making the layout difficult to distinguish as APA**	**0.0 pts Non-Performance - The assignment is either nonexistent or lacks the components described in the instructions**

Total Points: 10.0

Final Paper Rubric SCJ 4076

Final Paper Rubric

Criteria	Ratings			Pts	
This criterion is linked to a Learning Outcome Development (evidence and explanation)	**35.0 pts Distinguished- Ample and satisfying evidence, as well as careful interpretation of the facts, pervades all sections of the report**	**30.0 pts Proficient- For the most part, sections of the report's body present and explain the supporting points**	**20.0 pts Basic- Necessary discussion points are missing or occasionally are not explained so their relationship to the main idea is clear**	35.0 pts	**10.0 pts Below Expectations- the report makes a c thesis, but poorly, w in the logic or thin ev both**
This criterion is linked to a Learning Outcome Organization	**35.0 pts Distinguished- The ideas are arranged logically to support the thesis and the purpose of the text**	**30.0 pts Proficient- For the most part, the reader can follow--and is satisfied by--the structure of the text**	**20.0 pts Basic- There is some evidence that one or two sections of the report should be reordered**	35.0 pts	**10.0 pts Below Expectations- T confused by a text that jumps around from se of the body**

Final Paper Rubric

Criteria	Ratings				Pts
This criterion is linked to a Learning Outcome Mechanics and Format	**15.0 pts** **Distinguished- Rare errors do not distract the reader from the message of the text and do not disregard academic requirements of textual formatting**	**10.0 pts** **Proficient- This report exhibits some limited difficulty with manuscript format and/or mechanics, but lies within acceptable limits**	**7.0 pts** **Basic- The type and/or frequency of format and/or mechanical problems in this text is in need of attention**	**3.0 pts** **Below Expectations- and/or mechanical p text are unacceptab text; they sometime: meaning**	15.0 pts
This criterion is linked to a Learning Outcome Integration of Source Materials	**15.0 pts** **Distinguished- Source material appropriately represented (summary, paraphrase, quotation), preceded with signal phrase and followed with interpretation**	**10.0 pts** **Proficient- Superficial errors of meaning, quotation and/or signal phrase or interpretation**	**7.0 pts** **Basic- Some deviation of quotations, ideas represented and/or signal phrase or interpretation omitted**	**3.0 pts** **Below Expectations- Gross errors of idea representation and/or quoted matter and/or signal lead-in and/or interpretation**	15.0 pts

Total Points: 100.0

Assessment Data CJ-ADC

Learning Outcome #4:
Apply foundational skills; demonstrate core competencies (such as ethical and professional behavior and critical thinking) in a professional internship setting.

Outcome Measure:
SCJ4072 – Reflective Paper and/or Field Evaluation Annually

Criteria for Success (if applicable):
75% of the students will earn a C or Better.

Longitudinal Data:

SCJ4072 Paper and/or Field Evaluation	Number of students	Percentage of Class Earning "C" or Better
Cohort 1: FA16		89%
Cohort 2: SP17		80%
Cohort 3: FA17		80%
Cohort 4: SP18		93%
Cohort 5: SP 18		84%
Cohort 6: FA 18		97%
Cohort 7: FA 18		93%
Cohort 8: FA 18		93%
Cohort 9: FA 18		93%
Cohort 11: FA 19		100%
Cohort 12: FA 19		100%
Cohort 13: SP 20		99%

Conclusions Drawn from Data:
ADC students overcame many adversities during the Covid-19 pandemic completing their internship in a virtual setting. Students were visited weekly by different criminal justice professionals to virtually speak to them about the internal perspectives of their respective agency. Students displayed their understanding of the learning objectives of the class represented in their final reflective paper. Cohorts 11-13 have met the benchmark for thelearning outcomes.

Changes to be Made Based on Data:
Faculty will continue to adapt to the changing environment post-pandemic to assign students to specific approved internship agencies (virtual or in-person) to provide adequate criminal justice field experience.

Rubric Used:
Standardized Evaluation Form and/or Paper Rubric
Internship Reflection Paper (1)

Internship Reflection Paper Rubic					
Criteria	**Ratings**				**Pts**
This criterion is linked to a Learning Outcome Mechanics: Used proper grammar, correct spelling, complete sentences, and punctuation.	**10.0 pts** **Distinguished - essay contains very few, if any, minor errors related to grammar, spelling, and sentence structure.**	**8.0 pts** **Proficient - Essay contains several minor errors related to grammar, spelling, and sentence structure, but they do not distract the reader from the content.**	**6.0 pts** **Basic - Essay contains errors related to grammar, spelling, and sentence structure. The errors somewhat distract the reader from the content of the summary.**	**0.0 pts** **Non-Performance - Summary is either non-existent, or contains so many errors related to grammar, spelling, and sentence structure that is cannot be read or understood.**	10.0 pts
This criterion is linked to a Learning Outcome APA Format: Used proper citation format for in-text cites (paraphrase and quotes). Used proper format for Reference Page. Used credible sources.	**5.0 pts** **Distinguished - Accurately uses APA formatting consistently throughout the assignment.**	**3.0 pts** **Proficient - Exhibits APA formatting throughout the assignment. However, layout contains a few minor errors.**	**2.0 pts** **Basic - Exhibits basic knowledge of APA formatting throughout the assignment. However, layout does not meet all APA requirements.**	**1.0 pts** **Below Expectations - Fails to exhibit basic knowledge of APA formatting. There are frequent errors, making the layout difficult to distinguish as APA** **0.0 pts** **Non-Performance – Student did not submit assignment**	5.0 pts

Criteria	Ratings				Pts
This criterion is linked to a Learning Outcome Organization: Clear Introduction (including an attention-getter and preview of main points), Body paragraphs which addressed all three sections in specific detail, and Conclusion (including summary of main points and creative tie back to attention-getter).	**15.0 pts** **Distinguished: The introduction, body paragraphs, and conclusion have a clear flow and natural progression to them, all three sections are discussed in detail, and the concepts build on each other to form a quality narrative.**	**8.0 pts** **Proficient: The introduction, body paragraphs, and conclusion have the essential elements build in a direct way, but the sections outlined in the prompt are addressed in vague terms.**	**3.0 pts** **Below Expectations: The introduction, body paragraphs, and conclusion do not build a case in any convincing way, address the sections in the prompt only moderately and are lacking in being able to keep the reader's attention.**	**0.0 pts** **Non-Performance – Student did not submit assignment**	15.0 pts
This criterion is linked to a Learning Outcome Content: Internship was at an organization that was important to the community, student's learning was thoroughly described and the points	**20.0 pts** **Distinguished: The internship was relevant to the field the student wanted to work in, the learning gained was demonstrated by the student and the sections in the prompt were thoroughly addressed.**	**20.0 pts** **Proficient: The activity was within the field, and the sources used were quality, but there was a lack of specificity about the value this internship had to the student.**	**15.0 pts** **Below Expectations: The internship was vaguely described, the student learning was minimally addressed, and the paper did not attempt at articulating the sections outlined in the prompt.**	**0.0 pts** **Non-Performance – Student did not submit assignment**	20.0 pts

Internship Reflection Paper Rubic		
Criteria	**Ratings**	**Pts**
outlined were clearly defined with supporting evidence.		

Total Points: 50.0

Assessment Data CJ-ADC

Learning Outcome #5:
1. Demonstrate written and oral communication skills needed to effectively engage in a career incriminal justice.
2. Demonstrate knowledge of each of the components of the criminal justice system: the historical background, structure, function, and purpose.

Outcome Measure:

SCJ3050 (d) – Written and Oral Assignment Annually Fall Term 4SCJ4010 – Final Exam

Criteria for Success (if applicable):

75% of the students will earn a "C" or better (SCJ3050)75% of the students will earn a "C" or better (SCJ4010)

Longitudinal Data:

SCJ3050 (d) Written and Oral Assignment	Number of students	Percentage of Class Earning "C" or Better
Cohort 1:FA15		100%
Cohort 2:SP16		100%
Cohort 3:FA16		100%
Cohort 4:SP17		100%
Cohort 5:FA17		97.6%
Cohort 6:SP18		N/A
Cohort 7:FA18		89%
Cohort 8:FA18		90%
Cohort 9:FA18		93%
Cohort 10:SP19		97%
Cohort 11:FA19		83%
Cohort 12:FA19		93%
Cohort 13:SP20		89%

SCJ4010 Final Exam	Number of students	Percentage of Class Earning "C" or Better
Cohort 1: SU16		100%
Cohort 2: FA16		94%
Cohort 3: SU17		95%
Cohort 4: FA17		95%
Cohort 5: SP18		94%
Cohort 6: FA18		NA
Cohort 7: SP19		90%
Cohort 8: SP19		86%
Cohort 9: SP19		96%
Cohort 10: SP19		81%
Cohort 11: FA19		91%
Cohort 12: FA19		83%
Cohort 13: SP20		97%

Conclusions Drawn from Data:
Cohorts 11-13 have met the benchmark for the learning outcomes for SCJ3050(d) by successfully demonstrating written and oral communication skills needed to effectively engagein a career in criminal justice.
Cohorts 11-13 have met the benchmark for the learning outcomes for SCJ4010 by successfully passing with above average scores on their final exam demonstrating knowledge of each of the components of the criminal justice system: the historical background, structure, function, and purpose.

Changes to be Made Based on Data:
No changes will be made at this time. Continuous data will I be collected to improve theprogram.

Rubric Used:
Interview Rubric SCJ3050 (d)

Written Communication Rubric

Criteria	Ratings				Pts
This criterion is linked to a Learning Outcome Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s). Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	**20.0 pts 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. Full Marks**	**15.0 pts Demonstrates adequate consideration of context, audience, and purpose and aclear focus on the assigned task(s) (e.g., the task alignswith audience,purpose, and context). Rating Description**	**10.0 pts Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).**	**5.0 pts Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).**	20.0 pts
This criterion is linked to a Learning Outcome Content Development	**20.0 pts Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.**	**15.0 pts Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.**	**10.0 pts Uses appropriate and relevantcontent to develop and explore ideas through most of the work.**	**5.0 ptsUses appropriate and relevantcontent to develop simple ideas in some parts of the work.**	20.0 pts

Written Communication Rubric

Criteria	Ratings				Pts
This criterion is linked to a Learning Outcome Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).	**20.0 pts Demonstrates detailed attention to andsuccessful 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**	**15.0 pts Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.**	**10.0 pts Follows expectations appropriate toa specific discipline and/or writingtask(s) for basic organization, content, and presentation.**	**5.0 pts Attempts to use a consistent system for basic organizationand presentation.**	20.0 pts
This criterion is linked to a Learning Outcome Sources and Evidence	**20.0 pts Demonstrates skillful use ofhigh quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.**	**15.0 pts Demonstrates consistent useof credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.**	**10.0 pts Demonstratesan attempt touse credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.**	**5.0 pts Demonstratesan attempt touse sources to support ideas in the writing.**	20.0 pts
This criterion is linked to a Learning Outcome Controlof Syntax and Mechanics	**20.0 pts Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error free.**	**15.0 ptsUses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.**	**10.0 pts Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.**	**5.0 pts Uses language that sometimes impedes meaning because of errors in usage.**	20.0 pts

Total Points: 100.0

SCJ4010 Rubric for Final Essay

Criteria	Ratings				Pts
This criterion is linked to a Learning Outcome: Organization	**20.0 pts Writing Includes considerationsof audience, purpose, and the circumstances surrounding the writing task(s). Demonstrates a thorough understandingof context, audience, and purpose that isresponsive to the assigned task(s) and focuses all elements of the work. Full Marks**	**15.0 pts Demonstrates adequate consideration of context, audience, and purpose and a clear focus onthe assigned task(s) (e.g., the task alignswith audience, purpose, and context). Rating Description**	**10.0 pts Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).**	**5.0 pts Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).**	20.0 pts
This criterion is linked to a Learning OutcomeContent: Development	**20.0 pts Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping thewhole work.**	**15.0 pts Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.**	**10.0 pts Uses appropriate and relevant content to develop and explore ideas through most of the work.**	**5.0 ptsUses appropriate and relevantcontent to develop simple ideasin some parts of the work.**	20.0 pts

This criterion is linked to a Learning Outcome: Grammar/Mechanics	**15.0 pts 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**	**10.0 pts Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.**	**5.0 pts Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.**	**0.0 pts Paper is missing all the items in the Distinguished rating.**	15.0 pts