

	<b>1 Extremely Limited</b>	<b>2 Limited</b>	<b>3 Adequate</b>	<b>4 Strong</b>	<b>5 Outstanding</b>	<b>Score</b>
<b>SLO 1:</b> Knowledge of Writing Conventions (Grammar, Syntax, Spelling)	Barely communicates ideas and gives little to no attention to writing conventions (grammar, syntax, spelling, sentence variety, audience)	Communicates ideas poorly and makes pervasive errors in the use of writing conventions (grammar, syntax, spelling, sentence variety, audience)	Communicates ideas successfully, yet demonstrates some difficulty in mastering the writing conventions (grammar, syntax, spelling, sentence variety, audience)	Communicates ideas well by demonstrating an accurate knowledge of writing conventions (grammar, syntax, spelling, sentence variety, audience)	Communicates ideas clearly by demonstrating an excellent knowledge of writing conventions (grammar, syntax, spelling, sentence variety, audience)	
<b>SLO 2:</b> Knowledge of Writing Conventions (Citation and Quotation)	Documentation (citation, quotation, use of MLA, APA, or other appropriate style) is either lacking entirely or shows marked confusion in the formatting	Documentation (citation, quotation, use of MLA, APA, or other appropriate style) is either incorrectly executed or inappropriately sourced	Shows adequate grasp of documentation (citation, quotation, use of MLA, APA, or other appropriate style)	Shows solid grasp of documentation (citation, quotation, use of MLA, APA, or other appropriate style)	Shows precision in documentation (citation, quotation, use of MLA, APA, or other appropriate style)	
<b>SLO 3:</b> Writing Organizational Skills	Shows limited understanding of organization (introduction—thesis statement—supporting paragraphs—conclusion)	Shows difficulty in presenting ideas in an organized sequence (introduction—thesis statement—supporting paragraphs—conclusion)	Adequately develops ideas following a logical sequence (introduction—thesis statement—supporting paragraphs—conclusion)	Successfully develops ideas following a logical sequence (introduction—thesis statement—supporting paragraphs—conclusion)	Develops ideas exceptionally well following a logical sequence (introduction—thesis statement—supporting paragraphs—conclusion)	
<b>SLO 4:</b> Writing Research Skills	Does not correctly identify valid primary or secondary sources or fails to incorporate research entirely. What secondary sources and course materials are used in the overall essay is used either incorrectly or without regard to the overall argument	Does not correctly identify valid primary or secondary sources, nor implements these sources and course materials correctly into the overall essay	Shows some difficulty in gauging the validity of primary or secondary sources as well as the best method for implementing these sources and course materials into the overall essay	Demonstrates an understanding of the validity of primary or secondary sources, and uses both these sources and course materials well to craft an argument	Demonstrates a thorough understanding of the validity of primary or secondary sources, and uses both these sources and course materials exceptionally to craft an argument	
<b>SLO 5:</b> Writing Argumentation Skills	Offers no clear examples to support the overall argument. No evidence of understanding or evaluation of different perspectives	Lacks enough persuasive examples in order to clarify the overall argument. Shows minimal understanding or evaluation of different perspectives	Persuasive examples to support the essay may consist somewhat of opinion or unproven data. Shows solid evidence of understanding different perspectives, weaker on evaluation of different perspectives	Uses persuasive examples well to support the overall essay. Evidences clear understanding and evaluation of different perspectives	Uses exceptionally persuasive examples to support the overall essay. Shows exceptional ability to understand and evaluate different perspectives	
<b>SLO 6:</b> Conventions of the Discipline	Provides little or no evidence or knowledge of the subject or use specialized concepts	Shows some knowledge of the subject and limited use specialized concepts	Shows knowledge of the subject and engages in use of specialized concepts	Shows clear understanding of the subject and facility with specialized concepts	Shows deep understanding of the subject area and high degree of facility with specialized concepts	
<b>SLO 7:</b> Rhetoric of the Discipline	Use of genre, format, language and tone are inappropriate for the discipline	Shows limited use of genre, format, language and tone appropriate to the discipline	Use of genre, format, language and tone are appropriate, but not highly developed	Good use of disciplinary appropriate genre, format, language	Shows very high degree of use of disciplinary appropriate genre, format, language and tone	
					<b>Average Score</b>	