

2023 -2024

WRITTEN COMMUNICATION



SCHEV General Education Assessment Report

The Office of Planning and Institutional Effectiveness

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INTRODUCTION

The State Council of Higher Education for Virginia (SCHEV) adopted the Policy on Student Learning Assessment and Quality in Undergraduate Education on July 18, 2017¹. It mandates that each institution assess student achievement in at least six competency areas, representing several different types of knowledge and skills. All institutions will assess four core competencies.

1. Critical Thinking
2. Writing Communication
3. Quantitative Reasoning
4. Civic Engagement

The institutions themselves will select two competencies. Virginia State University (VSU) has identified two reflecting their institutional student learning priorities. The faculty chose the competencies listed below from the General Education-SCHEV survey administered on April 19, 2018.

5. Global Cultural Literacy
6. Scientific Literacy

Virginia State University will assess the competencies through the general education curriculum. Therefore, as directed by SCHEV, expectations for achievement in all six competencies shall be articulated as institution-level outcomes.

Virginia State University assessment will rely on faculty-driven assessment practices. The General Education Assessment of Student Learning Committee will oversee the assessment process. The committee consists of five members serving as representatives for their assigned competency team. Membership of the competency teams will reflect the General Education program and academic departments that will be assessed. Table 1 includes the faculty members and departments they represent that served on the Critical Thinking and Written Communication committee for the 2023-2024 academic year. The teams are responsible for guiding the policies, processes, and procedures related to the assessment of student learning.

Table 1

General Education Assessment of Student Learning Committee
Critical Thinking and Written Communication

Department of Languages and Literature	Dr. Oluwatosin Ogunnika
Department of Chemistry	Dr. Vincent Nziko
Department of Sociology and Criminal Justice	Dr. Normil-Skakavac
Department of Political Science and Public Administration	Dr. Chaya Jain
Department of Family and Consumer Science	Dr. Crystal Wynn

¹ State Council of Higher Education For Virginia. Policy on Learning Assessment and Quality in Undergraduate Education. Richmond: SCHEV, 2017. Digital

This report documents written communication assessment from face-to-face courses within the general education curriculum. This document is the second completed competency assessment report for the 2023-2024 assessment cycle.

GENERAL EDUCATION ASSESSMENT SCHEDULE

Virginia State University will follow the schedule outlined below, see Table 2, to report how we assess student learning outcomes in the six competency areas within six years. Two competencies will be evaluated formally each year. The data will be collected through embedded course assessment during the fall semesters of the year in which the two competencies will be measured.

Table 2

Data Collection Timeline

Cycle 1 Competencies Assessed			Cycle 2 Competencies Assessed		
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2020 – 2021	2021 – 2022	2022 – 2023	2023 – 2024	2024 – 2025	2025 – 2026
Critical Thinking	Scientific Literacy	Global Cultural Literacy	Critical Thinking	Scientific Literacy	Global Cultural Literacy
Written Communication	Quantitative Reasoning	Civic Engagement	Written Communication	Quantitative Reasoning	Civic Engagement

CONTINUOUS QUALITY IMPROVEMENT

Recommendations from the previous assessment in June 2022 were used to inform this planning and assessment cycle for written communication. Table 3 displays the actions taken based on recommendations.

Table 3

June 2022 Written Communication Assessment Recommendations and Actions

Recommendations	Actions
Develop a strategy to expand assessment administration to 50% of courses and sections to increase the sample size.	Mapped General Education courses to the competencies and their associated SLOs to identify where learning objectives are addressed in the curriculum and to determine which courses will be assessed.

Improve data collection techniques.	Held virtual and in-person workshops to inform and train faculty on submitting their general education assessment data. Created a Step-By-Step Instruction manual. Created a Microsoft Forms assessment data collection portal for faculty to submit their course syllabus, assessment tool, and a copy of the student's work.
Increase communication between the departments and the general education assessment committee.	The General Education Director communicated with department chairs to inform them of the current status and pathway forward. Reorganized the General Education Assessment of Student Learning Committee into three subcommittees. Requested each department with a general education course to nominate a faculty member to serve.
Focused teaching on more challenging concepts	The SLOs were to be mapped to the courses by indicating if the course Introduces, Develops, or Reinforces. Departments were asked to indicate at what level the course is designed to address the outcome.
Disaggregate results by categories such as race, ethnicity, and First Generation for internal reporting	Students were disaggregated into the following categories: Colleges/Department/Majors/Transfer Status/Gender/race/ethnicity/First Generation for internal reporting.

Additional recommendations were provided by the general education assessment of student learning critical thinking and written communication committee. The first meeting asked faculty members to consider the following questions after reading the June 2022 report.

- Are these outcomes still relevant and appropriate for the General Education Curriculum?
- Are these the skills, knowledge, and abilities we want students to gain from the General Education curriculum?
 - What do we think VSU students should be exposed to?
- If not, what quality improvements should be made?

Table 4 displays the actions taken based on recommendations from the General Education Assessment of Student Learning Committee.

Table 4**Written Communication Assessment Recommendations and Actions**

2023-2024 Recommendations	Actions
Revise the five written communication SLOs to be written in simple language.	<p>The faculty members on the committee reviewed and updated the previous five SLOs to meet the following standards.</p> <ul style="list-style-type: none">• Begin with a Blooms taxonomy verb (exclude any introductory text and the phrases)• Learning outcomes should be realistic and achievable• One verb per SLO• Each competency should have no more than four or five student learning outcomes
Review and revise the AAC&U value rubric.	<p>The faculty members on the committee reviewed and determined to modify the rubric. The value rubric was adapted to reflect the institution's assessment needs. The following changes were made:</p> <ul style="list-style-type: none">• The definition of written communication was changed to reflect VSU interpretation.• The scale level was changed to introduce, approach, meet standard, and exceed standard.• The scoring scale was expanded to include zero, indicating that the student did not demonstrate the learning outcome. Not applicable (N/A) was also added to indicate that the artifact was inappropriate for measuring the learning outcome.• The criteria were adjusted to align with VSU's general education SLOs.• The descriptors for standards of performance were updated or added as needed.

WRITTEN COMMUNICATION DEFINITION AND LEARNING OUTCOMES



DEFINITION: Written communication is defined as the ability to develop, convey, and exchange ideas in writing as appropriate to a given context and audience.

INSTITUTION-LEVEL STUDENT LEARNING OUTCOMES

After completing the General Education Program requirements, students will be able to:

1. **Order** sentences and paragraphs to communicate central points with logical connections and minimal grammar and punctuation errors.
2. **Express** ideas through the written word appropriate to a specific audience, purpose, rhetorical situation, and genre.
3. **Write** adhering to discipline-specific attribution standards, including in-text citation and reference.
4. **Articulate** ideas using logical support, including informed opinions and facts, and their interpretations to develop the students' ideas, avoiding fallacies, biased language, and inappropriate tone.

COURSE PARTICIPATION

The assessment cycle for the 2023-2024 academic year included 17 courses eligible to be assessed for written communication. See Appendix A for a list of eligible courses. The courses were divided for assessment purposes based on those that introduced and reinforced the SLOs. All eligible face-to-face courses offered during the assessment period were expected to participate. Of the 17 courses designated to participate, 59% submitted materials (Table 5). There were 116 course sections taught in the assessment period, with 34% who submitted student work samples.

Table 5

Course Participation in the 2023-2024 Assessment Period

	Introduced	Reinforced	Overall
Courses eligible to be assessed	6	11	17
Courses that participated	4 (67%)	6 (54%)	10 (59%)
Sections of eligible courses to be assessed	70	46	116
Sections of eligible courses that participated	22 (31%)	17 (37%)	39 (34%)

METHODOLOGY

Virginia State University uses course-embedded assessment to evaluate student learning within the General Education curriculum. The general education course map was reviewed to determine which courses to sample. See Appendix A for the VSU General Education Curriculum Map for Written Communication. Student work samples were requested from all face-to-face courses. Faculty were asked to submit data from the Fall 2023 semester. If the instructor only taught the course during the Spring 2024 semester, then data from this course was to be used. Faculty were asked to select a random sample of students within the course. If teaching multiple sections of the same course, faculty were instructed to choose a random sample from each course, including no more than 20 from across all sections.

The faculty were required to submit the following documentation and data to the critical thinking Microsoft Forms assessment portal.

1. Course Syllabus
2. A summative assessment tool (instrument) that measures how students have achieved the written communication SLOs.
3. A clean, ungraded copy of the student's work. Group work was not accepted, only individual work that the student completed.

Departments and individual faculty members participated in in-person and virtual training sessions on the process and procedures of submitted data before the end of the academic year. The campaign to notify faculty members produced 188 student artifacts, 22% of the total enrollment from participating courses, see Table 6. Twenty-six course sections offered in the Fall 2023 submitted data, while thirteen sections from Spring 2024 submitted.

Table 6

Course Enrollment and Sample Size in the 2023-2024 Assessment Period

	Introduced	Reinforced	Overall
Enrollment in Course Sections eligible to be assessed	1,526	1,122	2,648
Enrollment in Courses that participated	499	374	873
Number of Students' Work Included in Analyses	88 (18%)	100 (27%)	188 (22%)
Fall 2023 sections included	17	9	26
Spring 2024 sections included	5	8	13

Once the data was received, the courses were divided based on those that introduced and reinforced the SLOs. Assessing courses introducing the SLOs establishes a baseline number for the incoming freshman cohort to track their growth over time. Assessing courses that reinforce the SLOs ensures that as students complete their general education requirements, they can demonstrate a level three of proficiency in written communication skills.

The General Education Assessment of Student Learning Committee for critical thinking and written communication modified the AAC&U Written Communication Value Rubric. The rubric uses six performance descriptors on a zero to four-point scale: Not Applicable, (N/A) Not Evident (0), Introducing (1), Approaching (2), Meets Standard (3), and Exceeds Standard (4). The rubric was used to evaluate students' work samples submitted.

A three-day in-person rubric calibration and scoring session was held May 14-15, 2024. Ten faculty members were recruited to review and score students' work using the rubric. On the first day, faculty participated in an interactive training session to calibrate or norm faculty to the scoring rubric. Calibration aims to ensure that a group of educators evaluates student work consistently and in alignment with the scoring rubric. This increases the reliability of the assessment data. When scoring is calibrated, a piece of student work receives the same score regardless of who scores it because all scorers interpret and apply the rubric similarly. To norm faculty to the rubric, the workshop facilitators thoroughly reviewed and discussed the rubric. Sample student artifacts were provided, and faculty members shared their ratings and discussed any differences that arose.

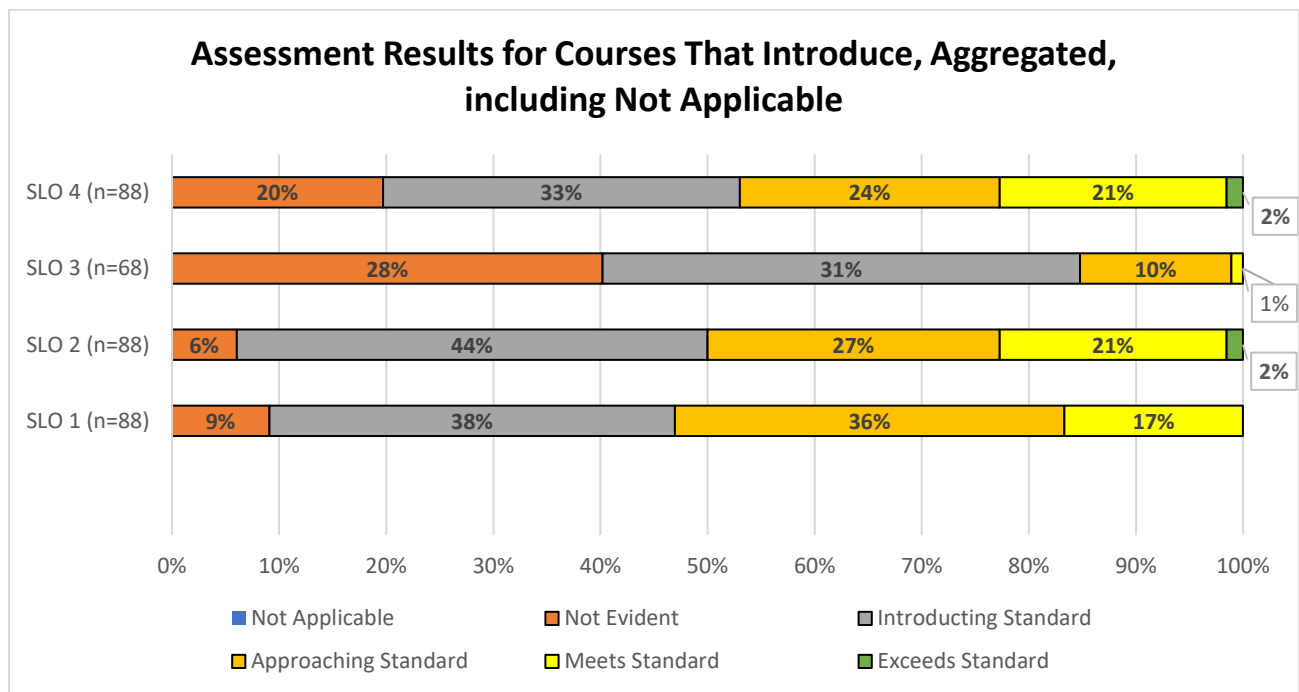
The faculty participated in a juried assessment process for the remaining two days. The second day was designated for critical thinking, and the third day for written communication. A juried assessment process ensures fairness and consistency in evaluating student achievement. The ten faculty members were divided into five teams of two. The groups were given a set of student artifacts to review and scored independently using the rubric. Each student's artifact was assessed twice. The raters consulted frequently to check that the scores were consistent; if not, they stopped to discuss to agree on a final score. Faculty participants completed the review of student's work by 5:00 PM and earned a small stipend for their efforts.

RESULTS

Figures 1 and 2 display aggregated results from courses that introduce and reinforce written communication SLOs. The figures include a "not applicable" rating. A rating of "not applicable" was used when the artifact was not aligned with the SLOs; thus, the assignment did not require the application of the outcome. A "not evident" rating means the assignment required the application of the outcome, but the student did not demonstrate the SLOs. The baseline established for student performance is that 70% of students will perform at or better than one for courses that introduce the SLOs.

- Written Communication SLO 1 Target Met: 91% of students scored a one or higher
- Written Communication SLO 2 Target Met: 94% of students scored a one or higher
- Written Communication SLO 3 Target Not Met: 42% of students scored a one or higher
- Written Communication SLO 4 Target Met: 80% of students scored a one or higher

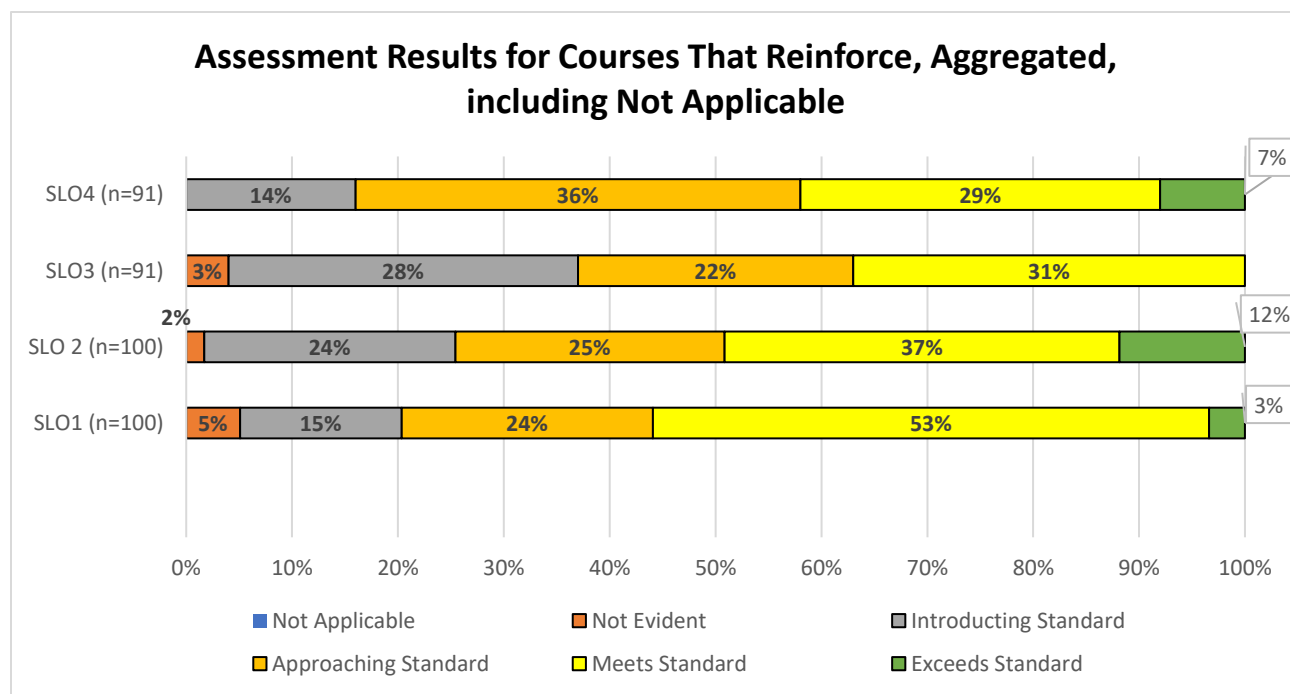
Figure 1. Courses that Introduce Written Communication



The criterion established for student performance on courses that reinforce written communication is that 70% of students will perform at or better than three. Figure 2 displays the aggregated results for courses reinforcing the SLOs for written communication.

- Written Communication SLO 1 Target Not Met: 56% of students scored a three or higher
- Written Communication SLO 2 Target Not Met: 49% of students scored a three or higher
- Written Communication SLO 3 Target Not Met: 31% of students scored a three or higher
- Written Communication SLO 4 Target Not Met: 36% of students scored a three or higher

Figure 2. Courses that Reinforce Written Communication



General education courses are not required to align with all four SLOs for written communication. Figures 3 and 4 display the percentage of submitted student assignments aligned to measure each SLO.

Figure 3. Assignments Measuring Each SLO

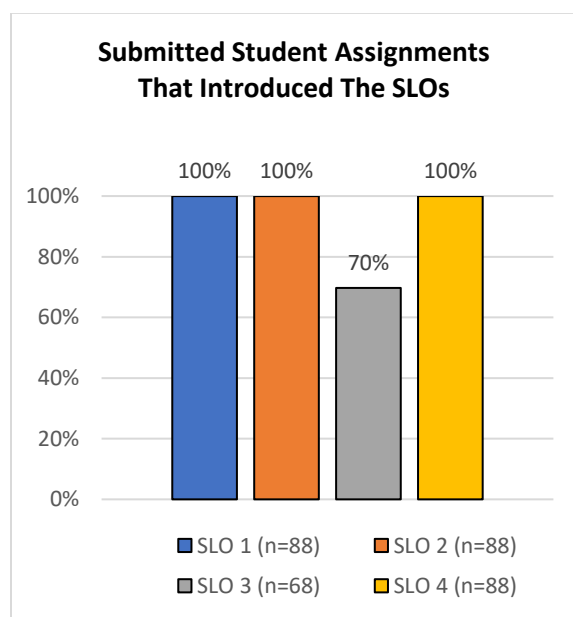
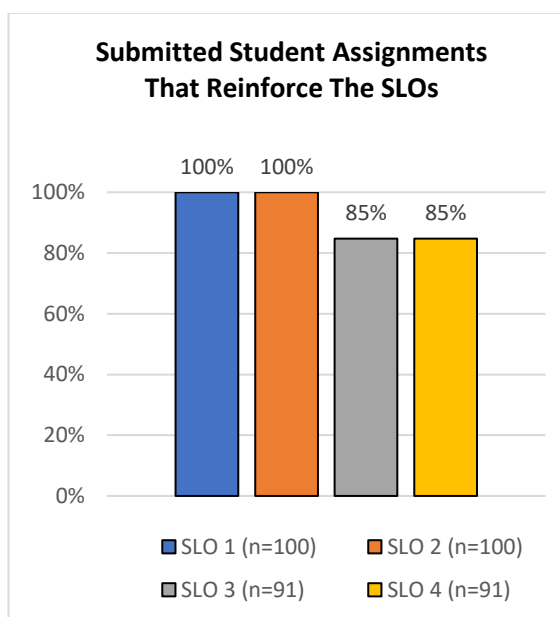
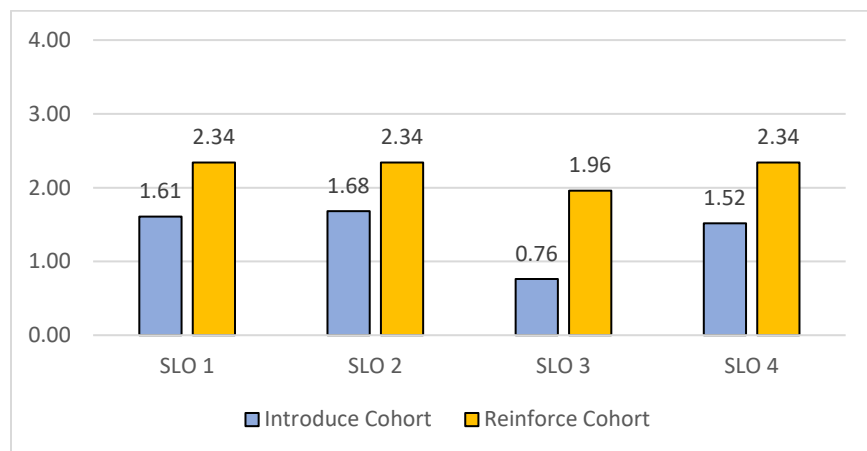


Figure 4. Assignments Measuring Each SLO



The samples were disaggregated between courses that introduced and reinforced the four written communication SLOs. The rationale was to look for growth between courses designed to introduce versus reinforce SLOs. Figure five displays the mean proficiency score for each SLO.

Figure 5. Mean Proficiency Score by Cohort and Written Communication SLOs



Figures 6 through 9 compare assessment results for courses that introduced and reinforced the outcomes.

Figure 6. SLO 1, Written Communication

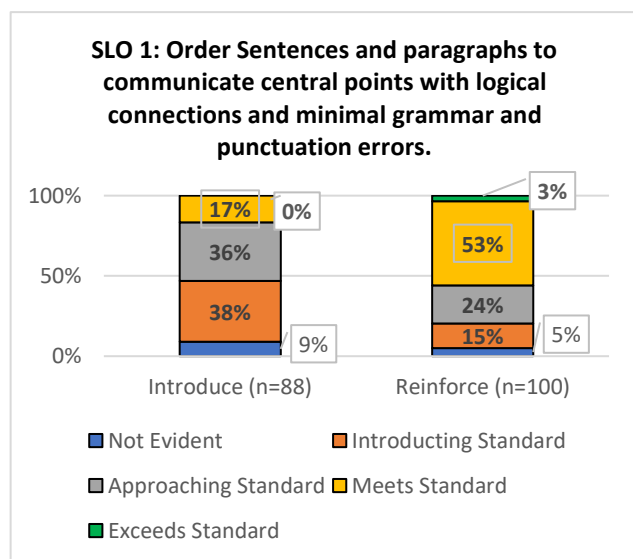


Figure 7. SLO 2, Written Communication

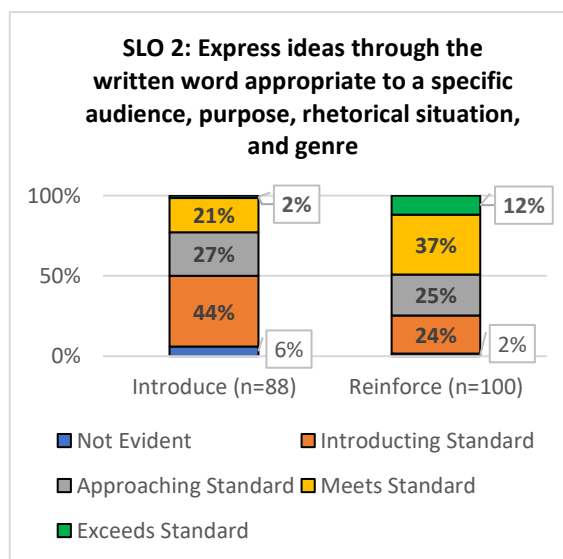


Figure 8. SLO 3, Written Communication

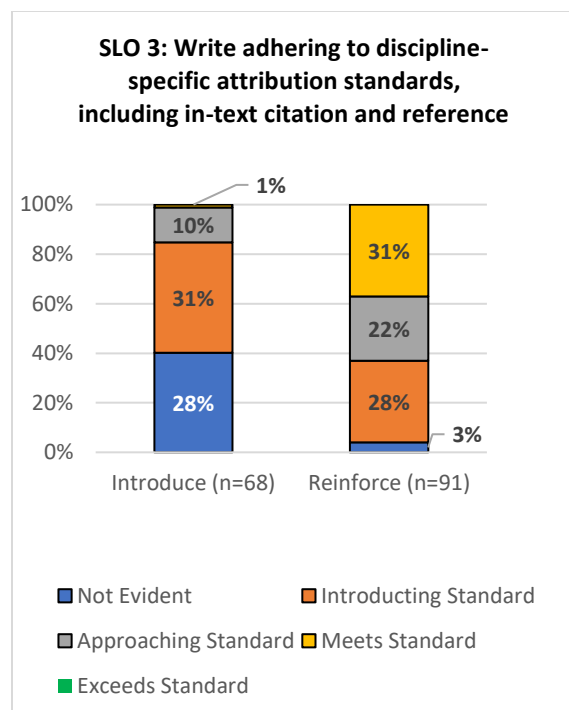
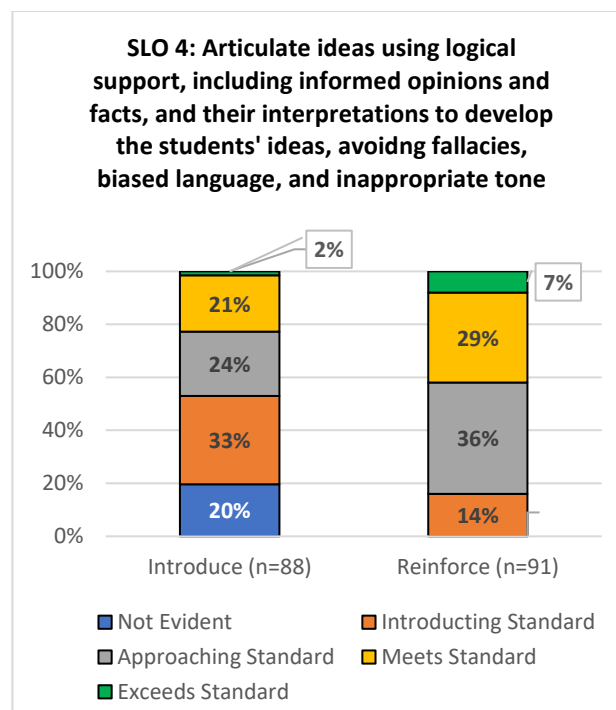


Figure 9. SLO 4, Written Communication



LIMITATIONS / CHALLENGES

Timing of Revisions and Course Mapping

- **The General Education Assessment of Student Learning Committee's Timeline:** The committee worked on updating the SLOs, developing rubrics, and mapping courses until March. Given this timeline, there was limited time to fully implement the revised SLOs across all relevant courses before the data collection began. This could result in inconsistencies in how faculty interpret SLOs.
- **Impact on Data Collection:** Because the revisions and course mapping were completed in the spring 2024 semester, instructors may not have had sufficient time to align their assignments with the revised SLOs.
- **First-Time Implementation:** The 2023-2024 academic year marked the beginning of the second assessment cycle; it is the first time these specific SLOs and rubrics are being used to evaluate student performance. Faculty may not be fully aware of the new criteria for assessing student work. This can lead to discrepancies in the data, where student performance may not accurately reflect their true abilities in relation to the SLOs. For instance, an assignment designed under previous SLO guidelines might not effectively measure the new outcomes, leading to skewed results.

EXPECTATIONS OF MISALIGNMENT

- **Inconsistent Alignment of Assignments:** There is an expectation that some assignments may not fully align with the SLOs. This misalignment can lead to inaccurate evaluations of student learning because the assignments might not effectively measure the intended outcomes. For example, an assignment might focus on a skill or knowledge area that is not directly related to the SLO being assessed, leading to data that doesn't accurately reflect student proficiency in that SLO.
- **Data Interpretation:** The misalignment between assignments and SLOs can complicate the interpretation of data. If assignments are not well-aligned with the intended outcomes, the data collected may not provide a true picture of student learning. This could result in either an overestimation or underestimation of student proficiency, making it difficult to assess the effectiveness of the curriculum and instruction accurately.

GENERAL EDUCATION CURRICULUM SEQUENCING

- **Curriculum Structure:** Mapping the general education courses revealed that the curriculum was not sequenced or equally distributed to introduce, develop, or reinforce the SLOs. This lack of sequencing creates variability in the level of student readiness and understanding when they encounter courses designed to develop or reinforce SLOs.
- **Impact on Learning Outcomes:** Students taking courses in a non-sequential lower to higher order may not have the necessary foundational knowledge before taking classes that are supposed to reinforce that knowledge. For example, a student might enroll in a course intended to reinforce an SLO without first taking a course that introduces it, leading to an uneven or incomplete understanding of the material. In addition, a general education curriculum that is not sequenced without a predetermined lower-higher progression may only introduce the SLOs heavily. This lack of sequencing can result in knowledge not being retained or fully integrated into students' skill sets. This variability makes it difficult to assess whether the issue lies with the student's proficiency or the course's effectiveness in reinforcing the SLO.

OBSERVATIONS FROM ANALYSIS OF RESULTS

- **Differences in sample size for SLOs.** As stated previously, general education courses are not required to align with all four SLOs for global cultural literacy. This accounts for the differences in sample size for each student's learning outcome, see Figures 3 and 4. SLO 3 had the smallest sample size of students' work submitted for courses that introduce (n=68). SLOs 3 and 4 sample size was 91 for courses that reinforce. Some implications include that students will receive varied exposure to critical thinking outcomes depending on which ones are emphasized in their chosen courses. This could lead to gaps in knowledge or skills that the general education curriculum aims to cover

comprehensively. Furthermore, there may be disparities in course offerings, meaning that not all courses may be equally available to all students due to scheduling, prerequisites, or departmental limitations. Thus, not systematically requiring specific courses to cover SLOs may result in some students missing out on learning experiences aligned with specific SLOs. While allowing flexibility in how courses align with SLOs can benefit faculty and curriculum design, it can also create challenges in ensuring all students receive a comprehensive general education in global cultural literacy.

- **Introduction vs. Reinforcement.** For SLOs 1, 2, and 4, students show substantial improvement when moving- from introductory to reinforcement courses, with mean proficiency levels consistently rising to around 2.34. This suggests that reinforcement courses are effective in helping students reach higher levels of understanding and skill. SLO3 stands out with a much lower mean proficiency level at the introductory stage (0.76) and a less substantial improvement in reinforcement (1.96). This indicates that students struggle with this particular outcome more than with others. Also, only three courses introduce SLO 3, with the remaining courses developing or reinforcing.
- **SLO 3 Target Not Met for courses that introduce.** All students, n=68, were assessed on SLO 3, indicating that the assignment required the application of the outcome. However, more than a quarter, 28%, did not demonstrate any proficiency. Only 42% of students scored a one or higher, with 31% starting to grasp the concepts, 10% showing some understanding, and 1% scoring a proficiency level of three.
- **SLO 1 Target Not Met for courses that reinforce.** More than half of the students (56% are performing at or above the standard, and a good portion of students (24%) are close to meeting the standard. However, 20% of students do not demonstrate any proficiency or are just starting to grasp the concept.
- **SLO 2 Target Not Met for courses that reinforce.** Despite not meeting the overall target, 49% of students are performing at or above the standard, with a solid 12% exceeding expectations, which is a positive indicator of some students achieving a high level of proficiency. The other half of the students (49%) are below the expected proficiency level, with 24% just starting to grasp the concepts and 25% getting closer to meeting the standard.
- **SLO 3 Target Not Met for courses that reinforce.** Only 31% of students scored a three or higher, indicating that there is a gap in student achievement. Half, 50% of the students are struggling to reach proficiency. However, 22% of these students are closer to meeting the standard.
- **SLO 4 Target Not Met for courses that reinforce.** The absence of students in the "not evident" category is a positive sign, indicating that all students have at least some grasp of the material. A small but notable percentage of students (7%) are performing at a high level, exceeding the standard for SLO 4. A large group of students (36%) are approaching the standard.

RECOMMENDATIONS FOR IMPROVEMENTS

- To address the limitations and challenges, faculty will be notified before classes start of the competencies and SLOs that will be measured within their courses to ensure that assignments are carefully aligned with the revised SLOs.
- Ensure that all Institution-level Student Learning Outcomes are included in course syllabi.
- Offer assignment design and diagnostic workshops to faculty
- VSU must balance flexibility with a consistent and coherent approach to achieving general educational learning outcomes. Faculty need to collaborate on sequencing the general education curriculum for courses that introduce, develop, and reinforce learning outcomes. Demonstrating a lower-higher order progression in competencies in the curriculum.
- SLOs not met. The data collected for this assessment cycle has established a baseline using the mean proficiency scores (see Figure 5), indicating the achievement level of the majority of our students. While we desire to be at one for courses that introduce and three for courses that reinforce, we will continue to monitor and track student achievement levels. In the next cycle, we will measure the growth between our current position and our desired outcome.
- SLOs not met. The low percentage of students not meeting the desired proficiency level suggests potential areas for curriculum improvements, instructional strategies, or additional student support. Targeted intervention may be needed to help more students progress toward meeting the standard, such as tutoring or studying strategies.
- Continue to improve data collection techniques, timing, and notification to faculty.
- Increase course section sample size by 25%.

RECOMMENDATIONS FROM GENERAL EDUCATION FACULTY

To be completed by departments by November 15, 2024.

- When considering long-term strategies, create a workshop to explain to students the importance of general education and Student Learning Outcomes (SLOs).
- Conduct workshops for faculty focusing on assignment alignment.
- Ensure that faculty measure student achievement against the general education Student Learning Outcomes (SLOs) at the end of each semester to track progress and improvement.
- Work to streamline and standardize the assessment process for general education.
- Help motivate and encourage students through micro-credentialing.

Appendix A

General Education Courses Aligned with Written Communication

	ILSLO1	ILSLO2	ILSLO3	ILSLO4
	Order sentences and paragraphs to communicate central points with logical connections and minimal grammar and punctuation errors.	Express ideas through the written word appropriate to a specific audience, purpose, rhetorical situation, and genre.	Write adhering to discipline-specific attribution standards, including in-text citation and reference.	Articulate ideas using logical support, including informed opinions and facts, and their interpretations to develop the students' ideas, avoiding fallacies, biased language, and inappropriate tone.
ENGL 110 Composition I	I, D	I, D	I	I
ENGL 111 Composition II	R	R	D, R	D, R
ENGL 112 Composition I (Honors)	D	D	D	D
ENGL 113 Composition II (Honors)	R	R	R	R
ENGL 201 Intro to Literature	D, R	D, R	D, R	D, R
ENGL 202 Intro to African American Lit	D, R	D, R	D, R	D, R
ENGL 210 English Lit I	D, R	D, R	D, R	D, R
ENGL 211 English Lit II	D, R	D, R	D, R	D, R
ENGL 212 American Lit I	D, R	D, R	D, R	D, R
ENGL 213 American Lit II	D, R	D, R	D, R	D, R
ENGL 214 World Lit I	D, R	D, R	D, R	D, R
ENGL 215 World Lit II	D, R	D, R	D, R	D, R
PHIL 140 Philosophy	I	I		I
PHIL 220 Logic	I, D	I, D	I	I, D
PHIL 275 Ethics	I, D	I, D	I	I, D
POLI 150 United States Government	D, R	D, R		
SPEE 214 Introduction to Public Speaking	D	D	D	D

INTRODUCED (I)	DEVELOP (D)	REINFORCED (R)
Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity. Only one (or a few) aspect(s) of a complex program outcome is addressed in the given course.	Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on enhancing and strengthening knowledge, skills, and expanding complexity. Several aspects of the outcome are addressed in the given course, but these aspects are treated separately.	Students are expected to possess a strong foundation in the knowledge, skill, or competency at the collegiate level. Instructional and learning activities continue to build upon previous competencies with increased complexity. All components of the outcome are addressed in the integrative contexts.

	Exceeds Standard	Meets Standard (Assess @ Reinforce)	Approaching	Introducing (Assess @ Introduce)	Not Evident Or Not Applicable
	4	3	2	1	0 / N/A
Context of and Purpose for Writing SLO 2: Express ideas through the written word appropriate to a specific audience, purpose, rhetorical situation, and genre.	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., 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).	Did not address the established standard Not applicable to the assignment.
Content Development SLO 4: Articulate ideas using logical support, including informed opinions and facts, and their interpretations to develop the students' ideas, avoiding fallacies, biased language, and inappropriate tone.	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 shaping 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.	Missing relevant empirical and/or theoretical content Not applicable to the assignment.
Genre and Disciplinary Conventions SLO 3: Write adhering to discipline-specific attribution standards, including in-text citation and reference	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.	Did not address the established standard Not applicable to the assignment.
Sources and Evidence SLO 3: Write adhering to discipline-specific attribution standards, including in-text citation and reference. (APA/MLA - Relevant to the discipline).	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 writing.	Did not address the established standard Not applicable to the assignment.
Control of Syntax and Mechanics SLO 1: Order sentences and paragraphs to communicate central points with logical connections using established syntax and minimal grammar and punctuation errors.	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 artifact 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.	Did not address the established standard Not applicable to the assignment.

