

## GEP COURSE ASSESSMENT

### UMBC Functional Competencies

1. *Written and oral communication*
2. *Scientific and quantitative reasoning*
3. *Critical analysis and reasoning*
4. *Technology competency*
5. *Information literacy*

### Chart for Reporting Assessment Results for UMBC General Education Courses\*\*

POLI 281	Functional Competency #1
Course-specific goals linked to FC	“By the end of this semester, students should be . . . able to write a clear, well argued, well-written analytical essay.”
How do you assess or measure achievement of those goals?	Distribution of rubric scores in four categories (Thesis and Argument Set-Up, Quality of Argument, Style, and Grammar) from three five-page essay assignments and optional revised versions of two of those essays.
What did you find?	The vast majority of students meet expectations for written communication, though the instructor expresses disappointment in the share of students that exceed them. Students’ work improves substantially when they revise based on instructor feedback. Many students do not avail themselves of this opportunity, however. We also wonder how much of this gain can be attributed to lack of effort at the draft stage versus real learning. Please see full report below.
Changes proposed based on assessment results	The instructor made a mid-semester change regarding her revision policy and is considering further change. The instructor and the assessment committee suggest several topics for departmental faculty to discuss as part of an ongoing conversation regarding how to improve student writing. The full report elaborates.

\*\* Suggested by Barbara Walvoord during a consultation at UMBC

The full report follows on the next page.

**UMBC GEP Assessment Report**  
**Department of Political Science**  
**June 30, 2018**

The Department of Political Science assessed UMBC Functional Competency 1 with data from POLI 281, the writing intensive (WI) version of “Introduction to International Relations.” The course syllabus (see Appendix 1) translated this functional competency into the following course-level learning objective: “By the end of this semester, students should be . . . able to write a clear, well argued, well-written analytical essay.” Four direct measures of the quality of students’ written communication are drawn from rubric evaluations of a series of 5-page essays. These essays, which students write in response to a prompt provided by the instructor, conclude three “exam cycles” that coincide with the one-third, two-thirds, and final-third marks in the course. The instructor designs the prompt to elicit an analytical response, and directs students to employ (only) material from the course (lecture/ discussion, textbook, articles assigned on Blackboard) to support their arguments. The course syllabus includes one single-spaced page of detailed directions and advice regarding formatting, style, writing technique, and other aspects of effective written communication.

The essay is scored against a six-category, 24-point rubric. For the first two cycles, students are offered the option to redraft the essay based on the category-specific comments they receive on their first drafts. Essay rubrics included the following categories relevant to assessing written communication:

- Thesis and Argument Set Up
- Quality of Argument
- Style
- Grammar.

These categories are scored on a 4-point scale:

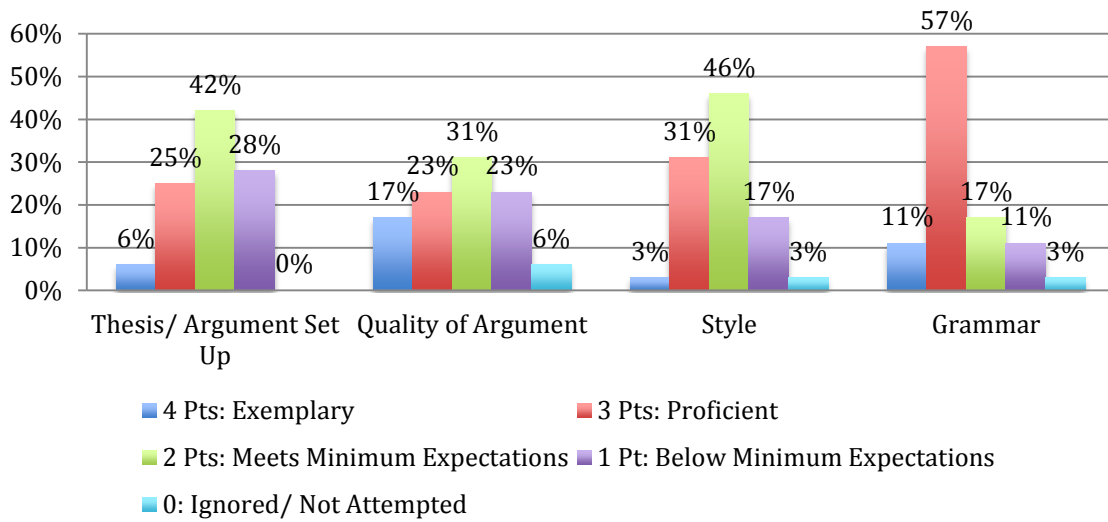
- 4-points, “Exemplary”
- 3-points, “Proficient”
- 2-points, “Meets Minimum Expectations”
- 1-point, “Below Expectations”
- 0-points, “Ignored/ Not attempted”.

The rubric (available in Appendix 2) defines these achievement levels for each category.

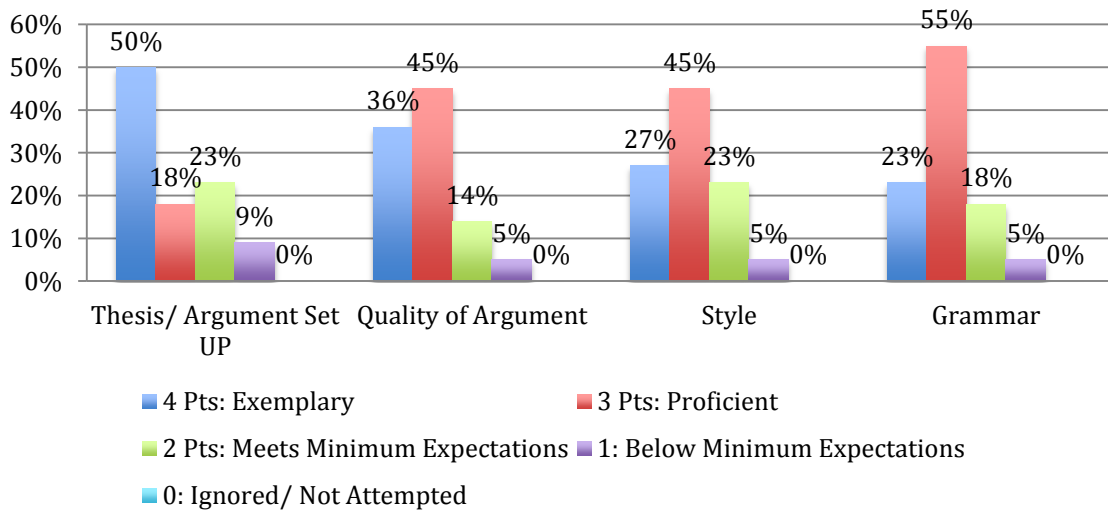
## **Findings**

Levels of student achievement and improvement are graphically depicted in the series of charts below (Figures 1-5).

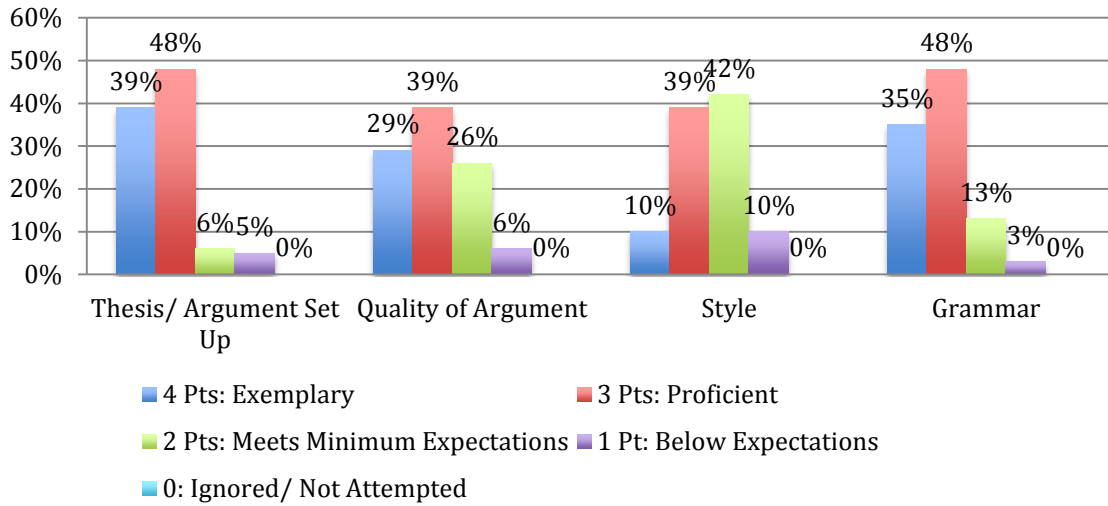
**Figure 1: POLI 281 Essay I/ 1st Draft  
Score Distributions**



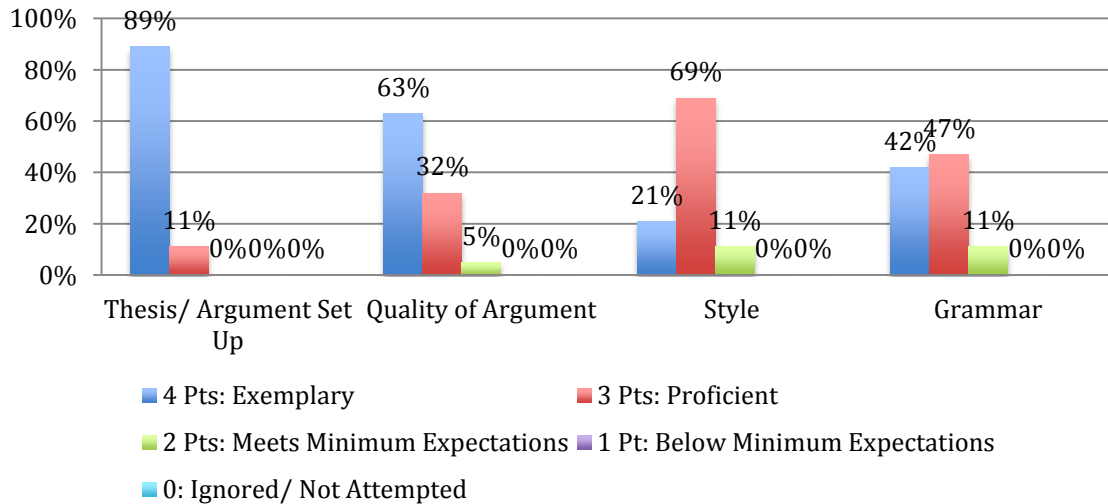
**Figure 2: POLI 281 Essay I/ 2nd Draft  
Score Distributions**



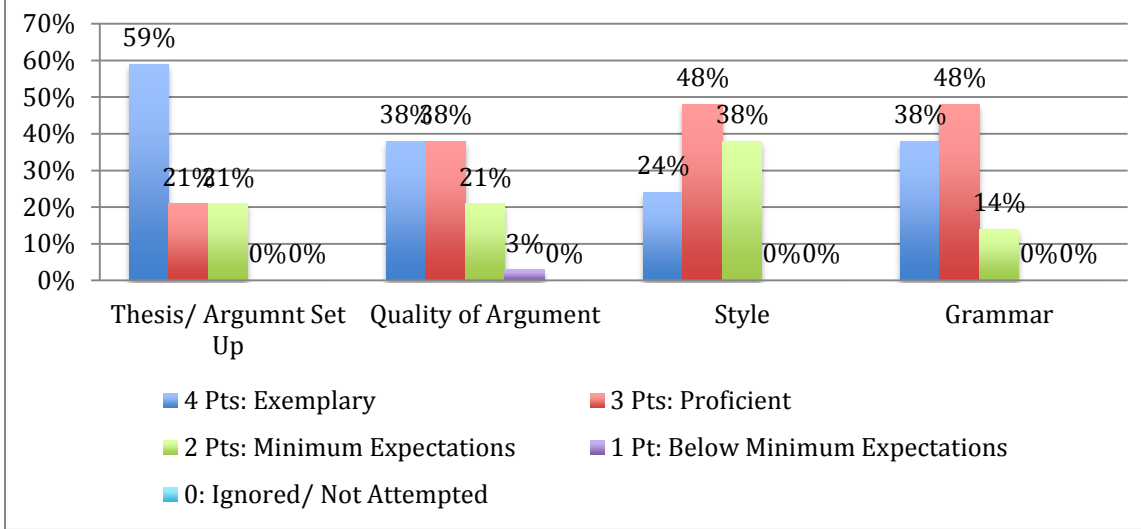
**Figure 3: POLI 281 Essay II/ 1st Draft Score Distributions**



**Figure 4: POLI 281 Essay II/ 2nd Draft Score Distributions**



**Figure 5: POLI 281 Essay III  
Score Distributions**



Figures 1 and 2 report relevant rubric scores for the first and second drafts of the first essay assignment. Figures 3 and 4 do the same for the second essay assignment. Figure 5 shows relevant data from the sole iteration of the third essay assignment. In order to assess student learning in terms of effective written communication, these data need to be evaluated both within and across exam cycles.

The instructor’s evaluation of written communication in the thesis/argument set-up category focuses on each essay’s introductory paragraph. It considers: Does the essay’s introductory paragraph(s) place the thesis in a theoretical and/or historical context? Is the thesis well-articulated and sufficiently developed to give the reader a clear sense about how the essay will unfold? Students receive a score (4: “exemplary,” 3: “proficient,” 2: “meets minimum expectations, 1: “below expectations”) that corresponds to the quality of the essay’s introduction.

On the initial draft of the first essay, 73% of students were able to articulate a thesis and set up an argument in defense of it at the “meets minimum expectations” level or above. Only 6% of students scored at the “exemplary” level (4 points), while 25% scored at the “proficient” level (3 points). A disproportionate 42% only met “minimum expectations” level (2 points). Having received category-specific comments on initial drafts, student scores on the second draft submission improved markedly—91% of students who elected to submit a redraft met “minimum expectations” for thesis/argument set-up. Of these, 50% received “exemplary” scores and 18% received “proficient” scores.

The quality of argument category aims to capture how well students execute the “game plan” for their essays that they have set up in their introductions. It evaluates how well the essay develops the key points of the argument. It assesses the extent to which these points build on one another. It considers whether counter-arguments are acknowledged and how well they are refuted. It also weighs the effectiveness of the concluding paragraph.

On the initial draft of the first essay, 71% of the class met or exceeded “minimum expectations” in the quality of argument category. However, of this 71%, 31% just met the minimum

expectations standard. Considerable improvement was achieved in the second draft, where 95% of students met or exceeded minimum expectations with 81% achieving “exemplary” (36%) and “proficient” (45%) scores.

On the first draft of the second essay assignment, student performance in the quality of argument category was considerably better than on the first draft of the prior assignment—94% met or exceeded minimum expectations. On the second draft, this percentage rose to 100%, with 95% scoring at the “exemplary” (63%) and “proficient” (32%) levels. On the third and final essay assignment, without benefit of a redraft opportunity, 97% of the class met or exceeded expectations in the quality of argument category, with 76% scoring at the “exemplary” (38%) and “proficient” (38%) levels.

Style and grammar are writing-specific rubric categories. The grammar category assesses students’ command of English grammar and word usage. Style is a more eclectic category. It is meant to school the “etiquette” of effective written communication and clean presentation in essay writing. This is the rubric category that insists, for example, upon correct and consistent citation method, a “typo-free” submission, and appropriate word choices (see rubric in the appendix). Scoring these writing categories is a more precise undertaking than the scoring for the other rubric categories. A half-point (0.5) penalty is exacted in both of these writing-focused categories against each type of error. This means that those who make the same grammar error multiple times throughout an essay, but make only that one kind of error, receive a 3.5 in the grammar category, while those who make a series of different kinds of errors are marked down for each.

On the first draft of the initial essay assignment, 85% and 80% respectively met “minimum expectations” in the grammar and style categories. Scores improved on the second draft where 98% met minimum standards. This result is nevertheless disappointing when it is remembered that all error-types in these writing-specific categories are noted on the first draft. (Not every instance of a repeated mistake is indicated, but each particular kind of mistake is.) It is not unrealistic, therefore, to anticipate that 100% should meet the “exemplary” standard in these two categories on the second draft. Only 25% (grammar) and 27% (style) did.

On the second iterated essay, 96% and 91% met “minimum expectations” in the grammar and style categories. This improved to 100% in both categories on the second draft. Once again, however, considerably less than 100% performed at the “exemplary” level (42% in grammar and 21% in style).

On the not-iterated third essay, 100% met minimum standards in both the grammar and style categories. Of these, 86% (grammar) and 72% (style) wrote at the “proficient” or “exemplary” levels. Given how these categories are scored, these essays contained no more than two mistakes per writing category. This is an improvement over the first draft performances in both the first and second essay assignments.

## **Conclusions and Further Action**

Based on the data reported above, the course instructor concluded that the vast majority of students who took POLI 281 in the Spring 2017 semester met the assessed learning objective. Moreover, with regard to the iterated essay assignments, they ultimately did so at the “proficient” and “exemplary” levels of achievement. She also remarked, however, on several issues raised by

the data. Most of these issues centered on what the instructor calls “The Challenge of Iterated Assignments.” She writes:

The Rubric Statistics Reports generated for each essay evince two patterns in the iterated essay assignments. First, there are issues raised by the improvement in performance between the first and the second drafts. Second, there is a concern arising from the significant drop-off in the number of essay submissions from the first to the second iterations.

The overall rubric performance on the first essay went from an average of 14/24 on the first draft to 18.37/24 on the second. For round two, overall scores rose from 17.94/24 on the first draft to 21.87/24 on the second one. Improvement from the first to the second iteration is expected. Yet, how can one know whether the scores on the initial draft represent “good faith efforts” when the temptation exists to turn in intentionally subpar papers in anticipation of a guaranteed second chance, especially when the second chance comes with helpful pointers for improving the paper?

Since I began teaching a writing intensive version of “Introduction to International Relations,” I have enacted a number of different policies aimed to address this issue. The syllabus specifies, for example, that students whose first drafts score below a specified threshold must consult one of the course Teaching Assistants about their assignment before they are permitted to submit a second draft. (In previous semesters, the syllabus steered students to the Writing Center for advice, but the reported quality of the Writing Center tutors was so inconsistent, that for Spring 2017, I changed the policy.) The rationale for the policy is both to offer needed assistance to those students who really can use it and to “shame” the capable students who knew they were turning in drivel.

For the Spring 2017 semester, it was clear after the first essays were submitted in round one that this policy was inadequate. A small subset of students submitted first drafts that were woefully incomplete, either brief in the extreme, missing a conclusion, and/or employing less than the minimum required sources. A mid-semester policy adjustment was obviously needed. The revised policy stipulated that to be eligible for a second draft opportunity, original drafts must be at least 3.5 pages long (with 12 point font and one-inch margins), must include the standard components of an essay (introduction, body, and conclusion), and must at least employ the minimum required sources. The first draft scores went up from 14/24 in round one to 17.94/24 in the second.

While it is impossible to know how much the revised policy contributed to the overall improvement in first draft scores, certainly the policy had some positive impact. And the policy’s impact most certainly extended to the quality of the second draft submissions as well. With solid efforts to work with, the Teaching Assistants and I could offer more targeted and, therefore, presumably more helpful comments. As a result, the average overall score on the revised drafts for the second essay assignment was 21.87/24 (91%). Going forward, the mid-course policy adjustment regarding first drafts will be incorporated into the course syllabus.

The second concern raised this past semester about iterated writing assignments is the marked decline in the number of submissions from the first to the second drafts (from 36 to 22 on the first assignment and 31 to 19 on the second). In each case, 12 students

elected not to revise their original drafts. This is understandable for the students who score highly on their first attempts, but these students are few. On the first assignment, for example, one student scored 23/24 and this was the highest score assigned by a 3-point margin. So, the question remains, how can more students be encouraged to revise their essays?

When I introduced iterated essay assignments to “Intro IR,” the scores on initial and revised drafts were averaged to yield a final assignment score. Under this policy, relatively few students chose to revise their essays. I changed the policy so that the recorded assignment score was the one received on the last draft submitted. This more generous policy led to an increase in second draft submissions, but there remains a number of poor and mediocre essays that go unrevised. Mandating second draft submissions would certainly increase the quantity of essays, but such a policy would not address the quality of these essays. Students could just upload the same essay or upload one that corrected only the most superficial of writing glitches. (In point of fact, a number of submitted “revisions” do merely address the writing mistakes that are demonstrably corrected on the initial draft.) I have yet to come up with a way to convince some students that it’s worth the effort to engage the revision process.

In the view of the departmental assessment coordinator, the POLI 281 instructor raises some important issues that are not unique to her experience. Similar concerns about student effort and students’ use of the resources and opportunities faculty offer arose in a departmental discussion of student writing coinciding with the opening of this assessment cycle. Further, the 2018 POLI Program Assessment Report, which presents data on written communication from additional courses, observes a pattern like the one reported here: Most students’ written work indeed meets or exceeds expectations, but perhaps not necessarily to the degree faculty would wish. It also often takes a revision opportunity for a large share of students to raise their quality of work above a minimum standard – although how much the quality of an original submission might have been degraded because students knew they could revise is an important open question.

The Program Assessment report poses several questions for the department to consider as it continues a conversation about how to improve the quality of student writing. These questions are not reproduced here given that some only make sense in the context of that larger body of data collection. Taking a cue from another faculty member contributing to POLI’s Program Assessment, the assessment coordinator also recommends that individual faculty consider anonymous surveys of their students to learn about their writing processes.

POLI faculty members recognize that sound writing skills are critically important for us to help our students develop. How to do this has long been a hot topic of conversation in the department, and it is one that the department has pursued with greater urgency over the last two years in a very active series of conversations related to curriculum reform. The data presented here and in the Program Assessment will surely inform that discussion valuably and lead to further course or even departmental changes.



## APPENDIX I

### ABRDIGED SYLLABUS

Spring 2017  
POLI 281

#### Introduction to International Relations w/ Writing Focus

##### Instructor

Dr. Cynthia Hody  
Office: PUB 313  
Telephone: 410 455-2193  
Email address: [hody@umbc.edu](mailto:hody@umbc.edu)  
Office Hours: M Noon- 3:00

##### Teaching Assistants

Daniel Noppinger ([dnopp1@umbc.edu](mailto:dnopp1@umbc.edu)) and Ben Straube ([bstraub1@umbc.edu](mailto:bstraub1@umbc.edu)) <mailto:be92775@umbc.edu>  
Office: PUP 357  
Office Hours: T, Th 9:30-10:30 (Ben)  
T, Th 4:30-5:30 (Danny)

This foundational course introduces students to the basic concepts as well as the major issues of, and theoretical approaches to the study of world politics.

The purpose of the course is to help students develop and cultivate the conceptual tools, analytical acumen, and writing skills necessary for building explanations of international relations.

The course is organized around a core text:

Nye, Joseph S., Jr. and David A. Welch, *Understanding Global Conflict and Cooperation: An Introduction To Theory and History*, 10th edition (New York: Pearson, Longman, 2016).

Additional assigned reading has been selected to correspond directly to the topics, issues, and discussions featured in the Nye/Welch text. These selections can be found in the "Course Documents" section of the Blackboard site for this course.

Two additional items that are related to the writing portion of the course are recommended for purchase:

Graff, Gerald and Cathy Birkenstein, *They Say, I say: Moves That Matter in Academic Writing* (New York: W.W. Norton Co, 2014).

Quick Study Academic, "Chicago Manual of Style," Bar Charts Inc., 2012.

##### LEARNING OBJECTIVES:

By the end of this semester, students should be:

- 1) comfortable with the process of analysis;
- 2) conversant with the concepts, theories, and paradigms germane to the study of world politics;
- 3) able to apply these concepts and theories to real world situations both past and present;
- 4) able to communicate their understanding and knowledge in class discussions;
- 5) able to write a clear, well argued, well-written analytical essay.

## COURSE REQUIREMENTS (assignments and exams):

There are four graded components of the course. Each of the following components will contribute 25% toward each student's course grade:

Three in-class quizzes/exams: Questions for these exams will be drawn from class lecture/discussions and all reading material assigned for that portion of the course. The schedule for the quizzes is listed below. *Combined* the scores on the exams/quizzes will contribute 25% toward a student's final course grade.

Three take-home essays: The essay questions/ prompts will be distributed after each quiz/exam and will be due the following week. Essays should be approximately five, double-spaced typed pages in length. Each take-home essay will contribute 25% toward the final course grade.

## PERFORMANCE ASSESSMENT/ GRADING

In class exams: Each of the three in-class exams will be prepared and scored by the teaching assistants for this course.

OPTION: Each student will have the option to choose to substitute a class attendance/ participation score for one in-class exam score. It is recommended that students prepare for and take each exam, so the worst score can be eliminated. If a student misses an in-class exam for any reason (including illness), the missed exam will automatically be counted as the "opt out" exam. NO MAKE-UP EXAMS WILL BE GIVEN.

Essays: The instructor and the teaching assistants will share responsibility for grading essay submissions. The essays will be scored anonymously against a 6-category, 24-point rubric.

OPTION: Each student will be offered the opportunity to submit a redraft of a scored first draft. (This option pertains only to the first and second essays.) Anyone can participate in this redraft option. However, students who receive a score of 16.5/ 24 or lower on the first draft will have to seek assistance from the Teaching Assistants before the revised draft is submitted. No extensions will be offered.

Students who elect to participate will have one week from the date the original scored draft is returned to submit a redraft. The score received on the redrafted essay will substitute for the original one (regardless of whether the redraft score is higher or lower than the original one).

NOTE: The official due date for essay assignments is the date the first draft is submitted. Students who do not complete a first draft, will not only forego the redraft option, but will receive a "zero" on the assignment.

Final Grades: A student's work in this course will be assessed on the basis of how well she or he achieves the learning objectives outlined above.

Each of the above assignments will be assigned a simple numerical score. Each essay will be scored against a 24-point rubric; each in-class exam will have an assigned point value as well. At the end of the semester, the total score will be converted to a weighted percentage based on the distribution noted above and students who earn scores of 87.5% and above will receive As, those who receive scores between 77.5% and 87.49% will receive Bs, and those who receive scores between 67.5% and 77.49% will receive Cs. These percentages are already "rounded up," so absolutely no consideration will be given to students who score just below these thresholds with requests for an upward adjustment of their grades.

### Exam-Cycle Schedule

#### First Exam Cycle

March 2: In-Class Exam and Distribution of First Essay Prompt  
March 7: First Essay Due

### Second Exam Cycle

April 20: In-Class Exam and Distribution of Second Essay Prompt  
April 25: Second Essay Due

### Third Exam Cycle

May 16: In-Class Exam and Distribution of Third Essay Prompt  
May 23: Third Essay Due

### General Instructions for Essay Assignments

Each take-home essay will require you to address a particular the issue in the context of the course's lecture/ discussions and required readings. The topic will be passed out on a Thursday and due the following Tuesday. No outside research is necessary. There will be no "right" or "wrong" answer. Late essays will incur a two-point penalty exacted against the "grammar/ style" score on the 24-point rubric against which essays will be assessed.

Your essays should have an introduction, a main body, and a conclusion. The introduction should include your thesis or main argument, as well as some indication of how you will develop the argument in the main body. Get right to the point: do not waste valuable words in a verbose introduction. The main body should make up 90% of the essay. This is where you elaborate on your thesis and provide supporting evidence. Then round off your essay with a brief concluding paragraph of a few sentences.

In preparing essays, give yourself enough time to read, understand, and organize your information – as well as to write and edit your essay. Always ask yourself: "am I sticking to the topic?" It is usually better to write short, simple sentences. The longer your sentences, the higher the likelihood of your making mistakes in grammar and punctuation. Your essay will be scored according to: how directly you address the topic posed; how well you develop your argument through logic and evidence; how well the essay is organized; how clear your writing is; and how good your grammar, punctuation, and spelling are.

Do not include footnotes or endnotes with the essay. Rather, when you quote or paraphrase an author, simply write the surname, the publication year, and the page number in parentheses at the end of the relevant sentence or paragraph. Example: (Waltz 1979, 3). Make sure to cite your sources properly. Put all direct quotations in quotation marks. If you paraphrase an author's words or ideas, be sure to cite the author. Not to do so is to plagiarize the author, which is a serious offense.

Please follow these additional guidelines:

- Essays are not to exceed five typed pages.
- Use a font size of 12 or larger.
- Double-space the essay.
- Number the pages.
- Identify yourself only with your campus ID.
- As always, please retain a copy of your essay.

Failure to abide by any of the above directions will result in an automatic two-point deduction exacted against the "style" component of the scoring rubric.



Statement of Values for Student Academic Integrity at UMBC


Academic integrity is an important value at UMBC. By enrolling in a course, each student assumes the responsibilities of an active participant in the scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Rigorous standards allow UMBC students, faculty, and administrators, as well as scholars and employers in the larger community, to trust that the work that students submit is the fruit of their own learning and academic effort.

The purposes of higher education are the learning students and faculty undertake, the knowledge and thinking skills developed, and the enhancement of personal qualities that enable students to be strong contributing members of society. In a competitive world, it is essential that all members of the UMBC community uphold a standard that places the integrity of each student's honestly earned achievements above higher grades or easier work dishonestly sought. All members of the UMBC community are expected to make a commitment to academic honesty in their own actions and with others. Academic misconduct could result in disciplinary action that may include suspension or dismissal.

**APPENDIX II  
ESSAY SCORING RUBRIC**

- Name  
POLI 281: Take Home Essays
- Description
- Rubric Detail

Criteria	Levels of Achievement			
	4 Points: Exemplary	3 points: Proficient	2 points: Meets Minimum Expectations	1 point: Below Expectations
<b>Thesis and Argument Set Up</b> 	<b>4 Points</b> Context neatly and concisely established, the thesis is clearly stated and reflects careful consideration of course material. It does not merely state the obvious or exactly repeat others' views, but thoughtfully opens up analysis of the topic. How the thesis will be developed is made seamlessly evident.	<b>3 Points</b> Context established, the thesis is clear and it takes a stand on the topic at issue. It also reflects an understanding of course material without merely recapitulating either readings or class discussions. How the argument will unfold is made clear.	<b>2 Points</b> Thesis is clear and it takes a stand on the topic at issue. However, thesis may be unimaginative, flatly obvious, or merely recapitulate readings and class discussions. The context in which thesis is placed may be ambiguous and the author doesn't establish how s/he will develop the thesis.	<b>1 Points</b> Thesis is relevant to assignment. It is discernible but the reader has to work to understand it. A context for the thesis may not be established and the author makes little effort to explain how the thesis will be developed
<b>Quality of Argument</b> 	<b>4 Points</b> The points raised in support of thesis are not just relevant to argument, but integral to it. Each subsequent point builds on the prior one to build a cohesive whole. All points are discussed based on the author's synthesis of course material. Author does not rely on paraphrasing. The argument acknowledges legitimate counter arguments and addresses them thoughtfully and in a manner that strengthens the overall argument. The author offers a conclusion that both summarizes the argument and considers its implications.	<b>3 Points</b> The points raised in support of thesis relate directly to it. However, each point discussed stands alone and does not lend to a seamless/ cohesive presentation. The author generally avoids paraphrasing and absolutely avoids using direct quotations as a substitute for his/ her own language. Counter-arguments are discussed, but in a manner that merely acknowledges them and not in a way that particularly strengthens the overall argument. The author offers a strong summarizing conclusion.	<b>2 Points</b> The points raised in support of thesis relate to it, but these points do not relate to each other. The author tends to rely too heavily on paraphrasing. If counter-arguments are addressed at all, they are mere "straw men," and don't represent legitimate alternatives to the author's argument. The author offers a conclusion, but it may not fully reflect the argument presented.	<b>1 Points</b> Points raised in support of thesis are either not central to the argument or are presented relying entirely on paraphrasing or direct quotations. Counter-arguments are not addressed. The conclusion is weak and/or too brief

Criteria	Levels of Achievement			
	4 Points: Exemplary	3 points: Proficient	2 points: Meets Minimum Expectations	1 point: Below Expectations
Mastery of Concepts 	<p><b>4 Points</b> Author seizes every opportunity to showcase his/her mastery of concepts and paradigms introduced in class. S/he integrates these concepts/paradigms into the argument with accuracy and ease</p>	<p><b>3 Points</b> Author makes an obvious effort to employ course concepts. However, his/her command of these concepts may not be fully communicated. Some opportunities to bring in clearly relevant concepts / paradigms are overlooked.</p>	<p><b>2 Points</b> Author introduces some concepts that s/he believes are relevant to his/her argument. However, these concepts are either merely introduced and not explained/ developed or are misunderstood/ misapplied</p>	<p><b>1 Points</b> Author makes little effort to employ course concepts/paradigms into his/her argument. Those that are used are not explained and are usually misunderstood and/or misapplied</p>
Evidence/Sources 	<p><b>4 Points</b> The author's claims are backed with evidence from assigned reading or other material from class or current events. The author assumes that the reader has read the material and, therefore, does not summarize it, but refers to it in meaningful and sophisticated ways to support his/her argument. A "5-point" essay in this category employs significantly more sources than the minimum specified in the assignment.</p>	<p><b>3 Points</b> As for "5" but the author may occasionally lapse into mere summary of material without linking it to the argument at hand. A "4-point" essay in this category uses more than the minimum number of sources specified in the assignment.</p>	<p><b>2 Points</b> Some effort is evident that the author tried to support his/her claims, but these tend to be in the form of merely quoting from reading material. The author uses only the minimum number of sources required.</p>	<p><b>1 Points</b> The author's claims are only sometimes backed with evidence. AND/OR less than 3 selected readings are appropriately cited.</p>
Style 	<p><b>4 Points</b> The language is clear, precise, and elegant. It achieves a scholarly tone without sounding pompous. It is the authentic voice of a curious mind at work, talking to other scholars in the field. The author follows all instructions provided for the assignment, including those regarding citations. The essay is no shorter than 4.75 pages.</p>	<p><b>3 Points</b> The language is clear, precise, and elegant. It achieves a scholarly tone without sounding pompous. It is the authentic voice of a curious mind at work, talking to other scholars in the field. The author follows all instructions provided for the assignment, including those regarding citations. The essay is no shorter than 4.75 pages.</p>	<p><b>2 Points</b> The language is understandable throughout. However, the essay is littered with word choice errors, typos, and awkward phrases. Instructions may not have been followed precisely. The essay may be shorter than 4 pages.</p>	<p><b>1 Points</b> The language is sometimes confusing. Sentences do not track from one to the next. The essay does not employ paragraphs correctly. There may be numerous word choice errors and many awkward phrases.</p>
Grammar 	<p><b>4 Points</b> There are no discernible</p>	<p><b>3 Points</b> There are a few</p>	<p><b>2 Points</b> There are 4 distinct</p>	<p><b>1 Points</b> There are 6 distinct</p>

Criteria	Levels of Achievement			
	4 Points: Exemplary	3 points: Proficient	2 points: Meets Minimum Expectations	1 point: Below Expectations
	departures from Standard Edited Written English (ESWE	departures from ESWE. (.5 deduction will be made for every type of grammar error, no matter how many times the mistake is made.)	types of grammar error made in the essay. Each mistake incurs a .5-point deduction.	types of grammar error. Each mistake incurs a .5 deduction.

- [View Associated Items](#)

[Print](#) [Close Window](#)