EVIDENCE

Program Assessment for Continuous Improvement

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IN THIS ISSUE OF THE EVIDENCE:

- **Lynne Telesca**

Instructor of Communication Disorders

- **Dianne Holtzman**

Associate Professor Business Studies, Marketing

- **Joseph J. Trout**

Associate Professor of Physics

- **Elizabeth Lacey**

Assistant Professor, Marine Science

- **Nancy Reddy**

Assistant Professor of Writing & First Year Studies Program

Upcoming Assessment Conferences 2017:

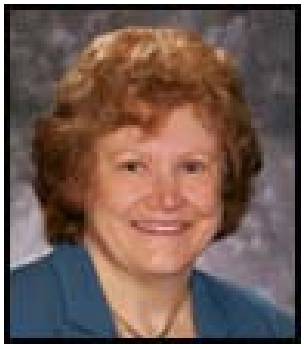
- Association of American Colleges and Universities (AACU) 2017 General Education and Assessment: Design Thinking for Student Learning February 23, 2017 to February 25, 201 Phoenix, AZ 85004
- Association of American Colleges and Universities (AACU) 2017 Institute on General Education and Assessment May 31, 2017 to June 3, 2017 Chicago, IL 6066
- Association to Advance Collegiate Schools of Business (AACSB) Assessment and Impact Conference; Driving accountability and Innovation March 12-14, 2017 Phoenix, Arizona

Drexel University Annual Conference on Teaching and Learning Assessment September 13 15 2017 Philadelphia, Pennsylvania 19104

STOCKTON UNIVERSITY

ASSESSMENT OF STUDENTS' UNDERSTANDING OF DIVERSITY IN THE WORKPLACE

Diane Holtzman, Associate Professor Business Studies, Marketing



Changing global economic forces and the world-wide competitive marketplace create a business environment that underscores the importance of establishing and managing a diverse workplace. "In a highly competitive marketplace, organizations need to manage in ways that promote a feeling of inclusion in order to tap into all the creativity and talent that diversity has the potential to contribute" (Harvey & Allard, 2015, p.xiii). With the importance of diversity that fosters organizational progress and innovation, the MBA course, *Management Theory, Practice and Vision*, includes learning modules and case studies focusing on diversity. After completion of the learning modules and class discussions on the cases, students are assessed on their understanding of diversity within the workplace; this assessment is done through an "I Manager" project. This assignment on understanding diversity was adapted from the "I Manager" project designed by Dr. Evonne Kruger, Professor Emeritus (Kruger & Holtzman, 2014).

For the "I Manager" project, students take a series of 10 assessments, analyze their assessment results, and write reflections on how they manage, or would manage, employees who are different from them. These reflections are planned to help students develop better skills promoting the benefits of diversity in the workplace. As they develop and refine their "I Manager" projects, students gain an understanding of their personality traits, cultural background and personal values, and the ways both impact managing others who have personality traits, cultural background, and personal values that are different from their own.

The desired student outcomes for the "I Manager" project include evidence that they can:

1) Recognize multiple perspectives/individual differences of employees.
2) Appreciate perspectives which produce viewpoints different from their own.
3) Present strategies about how to manage employees with diverse personalities, cultures and personal values.
4) Reflect on their growth during the class in gaining a greater understanding of the importance of diversity in the workplace.

In addition, the project aligns with the key understanding and skills that students will acquire based on the Taxonomy of Significant Learning (Fink, 2013):

1) Foundational Knowledge: Students will gain an understanding and remember information about different personality traits; the importance of diversity of culture, values, age, and gender in the workplace; and strategies for managing employees in the workplace.
2) Human Dimension: Students will learn about themselves (personality traits) through reflection and learn about others in the workplace who have personalities, cultures, and values different from their own.
3) Caring: Students will develop an understanding of and value the contribution of others in the workplace who have personalities, cultures, and values different from their own.
4) Application: Students will apply managerial strategies when working with employees who have personalities, cultures, and values different from their

own.
5) Integration: Students will connect the knowledge of management strategies with practice managing others who have personalities, cultures, and values different from their own.

Evidence

Students take the designated assessments (among them, the Diversity DQ; Big Five Personality; Motivation; and Communication Styles assessments). Following that, they analyze their traits. Students also write about the strategies they would use when managing others who have personalities, cultures, and values different from their own. Finally, students integrate their learning by writing an in-depth analysis about how, given their culture, personal values, age, and gender, they would manage those who have personalities, cultures, ages, gender and values different from their own. Throughout this process, the professor provides formative feedback by commenting on sections of their work. The summative evaluation occurs when students have completed the "I Manager" project, incorporated examples of managing employees who have personalities, cultures, and values different from their own, placed the final version of the project in their eportfolios, and reflected on the project as a whole. The final reflection prompt is: "What did you learn from this assignment/how did this assignment help you to reflect on your management skills?"

Rubric

The written projects are scored with a rubric that measures:
1) Strategies used in managing others.
2) Self-reflection/analysis of personality assessment results and application of the results to managing others who have personalities, cultures, and values different from their own.

Goal *Students must correctly discuss managing employee diversity in the workplace using examples throughout the project*

Expected 70% of the class will score B- or higher.

Conclusion

This may be the first time some students reflect on "Who am I as an individual" and "How will I manage." In presenting examples of how they have managed, or will manage, others who are different from them, they also reflect on what they have learned and draw connections between their knowledge and their activities as managers in a diverse work environment (Kruger & Holtzman, 2014).

Resources

Allard, J.M. & Harvey, C.P. (2015). *Understanding and Managing Diversity: Readings, Cases, and Exercises* 6th ed. Boston, MA: Pearson.

Fink, L.D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses.* San Francisco, CA. Jossey-Bass.

Kruger, E. & Holtzman, D. (2014, March). *Developing reflective managers: the 'I Manager' assignment.* Presentation at the Academy of Business Research Conference, New Orleans, LA,

USING ASSESSMENT TO ACHIEVE A MEANS TO A

GREATER END

Lynne Telesca, Masters in Communication Sciences and Disorders Program

As a professor who works with master's students towards the end of their graduate experience, I am always seeking the best way for our students to not only develop the knowledge and skills they need in order to be successful in the workforce, but for students to also report confidently that they have acquired this knowledge and skills. I have often suspected that if students were reporting an area of weakness in knowledge and skills that this may be based on their misperception of what the knowledge and skills are and how they related to their academic coursework. Therefore, when given the task to create an assessment plan for my course, there was no doubt in my mind that this would be my quest.

In the field of Communication Disorders, undergraduate and graduate students are developing knowledge and skills based on the 2014 Certification Standards outlined by the American Speech-Language Hearing Association (ASHA). Two essential outcomes required for a student to become a certified speech language pathologist are that the applicant must have demonstrated knowledge of an integration research processes and principles into evidence- based clinical practice and contemporary professional issues. Yet, based on past graduate survey data, these are the two essential outcomes that students rate the lowest with regard to their perception of their level of knowledge and skills. However, these are two outcomes that are consistently targeted through coursework and practicum experience throughout their graduate program.

I teach the last two clinical practicum courses in the graduate program sequence. The students are not only out in the field gaining experience with an off-site supervisor, but also complete assignments that are to allow them to make connections of putting theory into practice. This semester, I decided to focus the problem based learning activities around cases that would focus on the two low rated areas, integration of evidence based practice and the effect of contemporary issues. It is my theory that first, if the assignment is more explicit in this expectation, then the students may recognize what these skills truly are. Second, the students will participate in these activities a total of four times before they graduate which may yield a perception of higher skills due to increased practice. The students will be given a pre and post survey on their perception of skill level during each practicum course, as well as in their graduate exit survey. It is my hope that after these explicit focused activities, the students will not only gain a better understanding of the knowledge and skills they have gained in the areas of evidence based practice and contemporary issues, but feel confident as future speech-language pathologists

CHALLENGE ISSUED: CAN YOU DISTILL YOUR

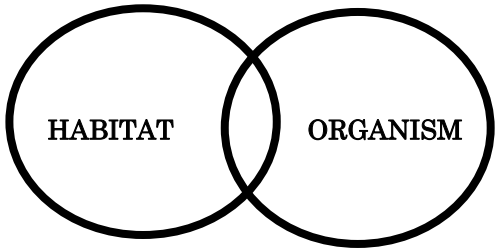
COURSE CONTENT INTO TWO WORDS?

Elizabeth Lacey, Assistant Professor of Marine Science

I have spent a lifetime teaching, reading, learning, and living marine biology. So how could I ever expect to see the forest through the trees and distill my Marine Biology course content down to two words? Furthermore how in the world could I bring students along for the (boat) ride? It may seem like crazy talk, with all of the important information students need to know for each course experience they have at Stockton; however, the quantity of content is overwhelming unless we can provide a pathway for students to understand the framework on which the content hangs.

Taking a serious look at your course content in order to establish two primary terms or concepts is a daunting task, but doing so assists in the development of critical thinking skills within our students and makes assessing those cognitive gains easier. Not to mention it calms students down: "TWO" terms is much more manageable than "TWENTY" chapters! Organizing your course within a limited number of terms provides a framework which students can build their knowledge. An important part of the learning process is the integration of new knowledge into a framework of prior knowledge and time for reflection by students as to the role and importance of that framework. When you establish primary concepts, and see the forest through the trees, it becomes easier to design and align the trees of your forest to fall within that framework, thus ensuring content transfer to students.

The course I framed was Introduction to Marine Biology, an entry-level survey course that includes the majority of material within the Marine Science program. The primary concepts for this course are:



Fancy, right? There are obviously subsections within each term. For instance, habitat involves different factors both abiotic (nonliving) and biotic (living) that may promote or inhibit survival. There is also overlap between these two terms (just like any good Venn diagram), where students can consider adaptations of organisms to habitats. If you continually reference these two terms, and make students relate them to course content (critical thinking) they begin to hang concepts within the framework and understand the course objectives. For example, at the beginning of each class meeting, I draw the diagram above on the board. I describe the content for that day in regards to these two concepts and ask students to pull out details from their readings, assignments and lab activities that relate to these two concepts. They are then tasked to find current event items and describe how they relate to the two terms. They are evaluated, via a rubric, for the ability to tie in these concepts, which we continually build upon throughout the semester. The primary concepts are aligned with the content, which is then aligned with the assessment strategies used – which determine how successful (or unsuccessful) I was in relaying content and students were at learning the content.

Most surprisingly, I have found that the entire MARS program can be aligned on themes of organisms and their environments.

Challenge accepted? Think you can do it? Send me an email with your primary concepts and I'll treat you to a coffee to praise your brilliancy at seeing the forest through the trees!

THE PRELIMINARY RESULTS OF AN ASSESSMENT OF A FREE, ONLINE TEXTBOOK & A SURVEY OF STUDENT INTEREST IN FREE TEXT BOOKS

Joseph J. Trout, Associate Professor of Applied Physics

Abstract

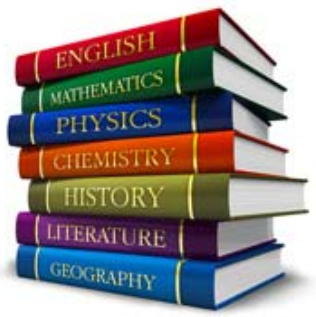
This article presents the preliminary results of an assessment of reading assignments from a free, online textbook. The textbook is "University Physics" from the OpenStax Organization. OpenStax provides free, online textbooks in Math, Science, Social Science and the Humanities. The students in a section of Physics I were given a 10 question pretest, a six page reading assignment on the topic of "Work", followed by a 10 question posttest and a survey. This article presents the results of a single assignment. The intention of the author is to continue this study to determine if this textbook should be considered for adoption for the Physics I course.

Background and Justifications for this Study

The rising cost of a college education has influenced many educators to seek ways to help students reduce the cost. Although many students can fund a portion of their college education with scholarships, grants, and low interest loans, many students enter the workforce with a large financial burden. Many programs have been instituted to try to reduce this burden, such as the Dual Credit program, which allows students to convert some of their high school courses into college credits. Other programs provides free textbooks for students. Although it may be argued that these programs provide only minimal relief from the enormous financial burden, the author of this article feels that if enough of these programs are made available, the cumulative effect may be significant. Our current physics text list price ranges between $108.50 to $310.95, depending on the format. If traditionally published textbooks for all introductory courses can be replaced with free textbooks, the savings could be significant.

Of course quality is more important than cost when considering a textbook for adoption. The text book considered in this preliminary study is the University Physics textbook provided by the OpenStax Organization. OpenStax is an initiative of Rice University, funded by the Laura and John Arnold Foundation, the William and Flora Hewlett Foundation, the Bill and Melinda Gates Foundation, the Maxfield Foundation and Twenty Million Minds Foundation. OpenStax provides free, online textbooks for students. A printed copy is available at a minimal printing cost, approximately $50.00.

Chapters of this textbook were written by university and college physicists. The textbook was published through the traditional method of publication. The first draft is reviewed by three peer reviewers, and then edited by a professional editor. The editor reviewed the first draft and peer reviews and suggests changes to the author. The second draft is then send to a second set of peer reviewers, and goes through the editor a second time. The final manuscript is reviewed by the senior editor and a team of fact checkers, and sent to a professional art department and the book is assembled and published.



The textbook contains links to online simulations. There is an option for an online homework program managed by WileyPlus which is available at an additional cost. The only difference between this free online textbook and a traditionally publish textbook is that the authors receive an honorarium for their work and do not receive royalties for the books obtained by the students. The textbooks are available for download at openstax.org. For transparency it must be noted that the author of this assessment article wrote six chapters for this text (Fluids, Oscillations, Waves, Sound, Electric Current, and DC Circuits), but not the chapter, Work and Kinetic Energy, assessed in this article.

Although the editorial and publication process was professionally completed, the effectiveness of the textbook at presenting the topics covered and the acceptance of the students must be evaluated.

Assessment Procedure

In this preliminary report a single reading assignment was evaluated. The topic was "work", and this assessment project was completed and an introduction to the topic. Work, as defined by a physicists, is the dot product of the force applied to an object and the displacement, that is the component of the force parallel to the displacement of the object, times the displacement of the object. The displacement is a vector equal to the distance traveled by the object and a direction that points from the starting point to the end point of the travel. The network is the sum of the work of each individual force acting on the object.

The students were presented with a ten question pretest that tested their prior knowledge and possible misconceptions about the topic of work, prior to reading the six pages.

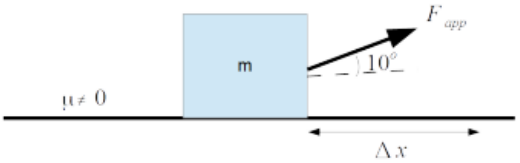
1. Which of the following are true (there may be more than on answer, circle all that apply).
a. Work is a form of energy.
b. The network is equal to the sum of work done by each individual forces.
c. The work done by a force is non-zero only if the force has a component parallel to the displacement.
d. The work done by a force is non-zero only if the force has a component perpendicular to the displacement.
e. Work can never be negative.
f. Work can never be positive.
g. None of the above.

2. How is "work" calculated, as it relates to physics?
a. Work is equal to the amount of energy consumed.
b. Work is the force applied to an object times the velocity of the object.
c. Work is the displacement of an object times the component of the force, acting on object, which is parallel to the displacement.
d. Work is the displacement of an object times the component of the force, acting on object, which is perpendicular to the displacement.
e. None of the above.

3. The network is equal to 10 N and the object is displaced in the same direction as the net force and the displacement is equal to 2 m. What is the network?
a. 20 Nm
b. 20 J
c. 5 Nm
d. 5 J
e. An angle needs to be given to calculate

the force.
f. None of the above.

4. A 10 kg object slides across a horizontal floor for 3 meters. How much work is done by the force of gravity?
a. −10 kg (9.8*m/s^2) 3m=−294 J
b. 10kg (9.8*m/s^2) 3m=294 J
c. 0.00 J
d. (9.8*m/s^2) 3m=29.4 J
e. None of the above.



5. Consider the figure above. How much work is done by the force applied (F▼app)?
a. W▼F app=F▼app Δ x sin θ
b. W▼F app=F▼appΔ x cos θ
c. W▼F app=0
d. None of the above.

6. Consider the figure above. How much work is done by the weight of the object?
a. W▼w=mg Δ x sin θ
b. W▼w=mg Δ x cosθ
c. W▼w=0
d. None of the above.

7. Consider the figure above. Is the work done by the normal force equal to zero?
a. Yes, it has no component parallel to the displacement.
b. Yes, it has no component perpendicular to the displacement.
c. No, it is equal to W▼FN=−mg Δ x sin θ
d. No, it is equal to W▼FN=−mg Δ x cosθ
e. None of the above.

8. Consider the figure above. How much work is done by the force of friction of the object?
a. W▼f=−μmg Δ x sin θ
b. W▼f=−μ(mg−F▼app sin θ)Δ x
c. W▼f=0
d. None of the above.

9. Consider the figure above. What is the net work done on the object?
a. W▼net=0 J
b. W▼net=−(mg−F▼app sin θ)Δ x
c. W▼net=[F▼app cos θ−μ (mg−F▼app sin θ)]Δx
d. W▼net=[F▼app sin θ−(mg−F▼app cos θ)]Δ x
e. None of the above.

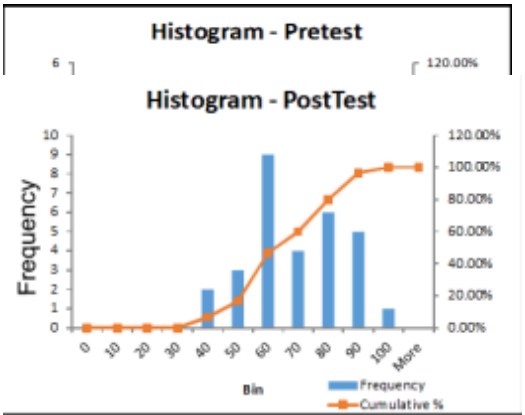
10. Why do your muscles get sore holding a heavy load, even though the load is not displaced?
a. The muscles are stretched beyond their normal ranges.
b. The muscles are contracting and doing work inside your arm.
c. Chemical energy is turned to heat and heat is work.
d. None of the above.

Several concepts were assessed through this test. First was the student's prior knowledge of the definition of work which was evaluated in questions 1 and 2. The work done by individual forces can be positive, zero, or negative and this concept was evaluated in questions 1. Understanding how to calculate simple examples of work was evaluated in questions 1, and 3 through 8. The work done by individual force is calculated using only the component of the force that is parallel or anti-parallel to the displacement. If the force acts only perpendicular to the displacement, the work done is zero. This concept is examined in questions 1, 6, and 7. Finally, simple calculations of work are evaluated in questions 3, 8, and 9.

After completing a pretest, the students read a six page introduction to work. After completing the reading, the students complete a posttest, which is identical to the pretest.

Results

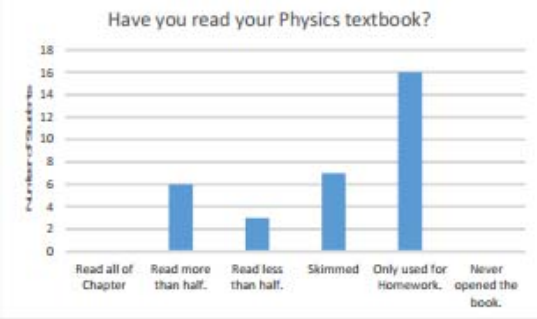
The average grade on the pretest was 38% with a standard deviation of 35 and 65% was the average of the posttest with a standard deviation of 60. Histograms of the results are shown below.

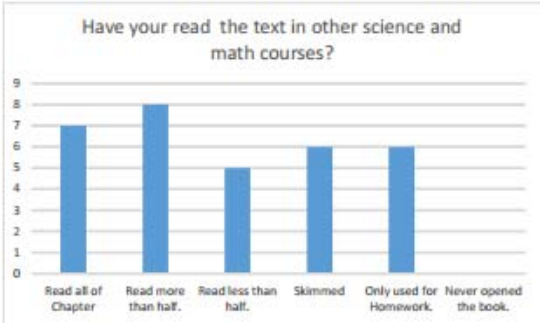


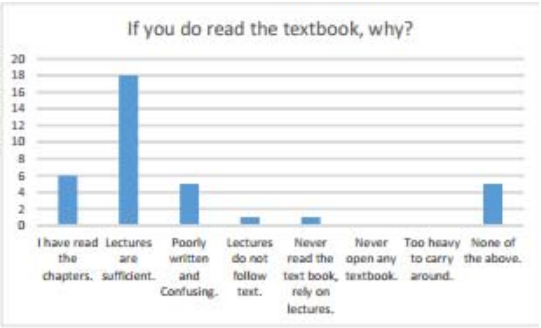
Not surprisingly the average scores increased after the students read the section. This is only one sample, and several more evaluations should be made. Evaluating the individual questions can be used by the instructor to clear up misconceptions held by the students. For example, after the reading assignment, the majority of the students gave the proper answer to question 1, that the work would be zero if the force acted perpendicular to the displacement, yet almost half of the students answered questions 4, 5, and 7 incorrectly. They apparently retained the concept, but could not apply the concept. A second example involves the negative work done by the force of friction. In question 8, half the students answered a.) and half gave the correct answer b.). This suggests that the students understood that the work would be negative and would be equal to the force of friction times the distance, but half of the students failed to realize that the normal force would be reduced by the upward pull of the rope, a topics covered in previous lectures. Using these results enabled me to clear up this misconception in the next lecture.

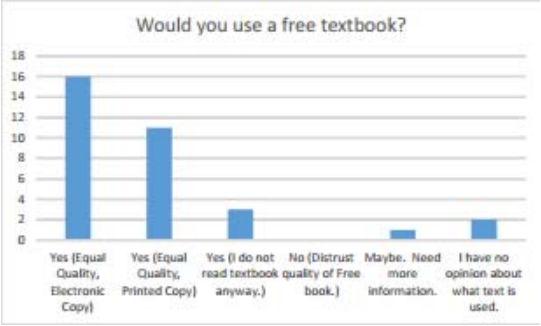
Survey

The last part of this exercise was a survey on the study habits of the students, as they relate to reading the textbook, and their possible acceptance of using a free, online text book. The results are shown below.









The first two results show that even though many students read textbooks in other math and science courses, the majority of the students use their physics book in this section of Physics I only to do the homework. When asked why, the majority feel that the lectures and lecture notes are sufficient. This is unfortunate and must be addressed. Although I feel that the lectures are good, the limited time spent lecturing means that the students are missing some very important material that should be acquired by reading the text. The last results shows that students are open to a free, or low cost, quality textbook. This author was surprised by the fact that sixteen students would use the electronic version and eleven students would use the printed copy, even though there was a cost associated with it. It appears that there is still some resistance to a paperless classroom.

Final Remarks

The significant increase in the class average from the pretest to the posttest suggest that the reading was able to present the topic clearly. Several more such exercises are needed to evaluate the textbook in question. It should be noted that the tests were taken anonymously. The students were instructed not guess at the answers and answer only the questions that they believed they knew the answer to. The questions left blank gave an indication of the concepts that were not comprehended by the students and the questions answered incorrectly gave an indication of misconceptions of the students and weaknesses in the presentation of the material.

USING RUBRICS TO DEVELOP METACOGNITION ABOUT WRITING

Nancy Reddy, Assistant Professor of Writing & First Year Studies Program (FRST)

Many students come into their first college writing course believing that they're "bad" (or sometimes "good") writers – but they don't usually have much knowledge about what actually makes writing good or bad. Even more than that, they're typically short on language for discussing the traits of good and not-so-good writing. A detailed rubric can provide students with a deeper sense of what good writing looks like, and it also helps develop students' vocabulary and content knowledge about writing. A rubric can make the difference, for example, between students talking in a sort of abstract way about writing that "flows" and students identifying particular transitions used to connect ideas or signal phrases used to indicate which ideas come from a source and which are the writer's own. In this brief essay I'll describe how I use rubrics in first year writing – but I think these are strategies that could be adapted to any writing course here at Stockton.

When teaching first year writing, I use a master rubric so that students can track their development in five key areas including opening and closing, central idea/thesis, structure and development, evidence, and style/grammar/mechanics. I use essentially the same rubric all semester, so that students can point to feedback on an early essay and a later one and identify exactly how they've improved and what they're still working on. Using a master rubric like this is especially helpful in developing students' awareness of their writing strengths and areas of improvement, and the rubric gives us a common language for discussing writing.

When we write in class, we frequently reference the rubric, and I encourage students to tie their feedback to the rubric. This allows students to give each other precise, targeted feedback. Instead of just saying "this looks good" or "I got confused here" they have particular language for discussing thesis statements, evidence, openings, and so on; as a result, they can say "I think you need a better thesis verb" or "I'm not sure how the evidence in paragraph two supports your thesis."

The rubric also evolves over the course of the semester, so that the evidence section, for example, might sometimes specify particular sources students need to use, and I frequently add particular ways in which students are meeting, exceeding, or falling short of my expectations on each assignment. I engage students in this process so that building and using the rubric also builds their knowledge about writing.

A rubric like this one can also be overwhelming for first year students, though, so I also scaffold my use of it over the course of the semester. When we first start writing in APA format, for example, I assign a brief response to a single article, and I focus my feedback just on the thesis,

evidence, and style/grammar/mechanics. For this assignment, I use an abridged version of the thesis with just those categories so that students can track their progress in those areas and get targeted feedback before they're writing a longer paper with lots of sources.

By the end of the semester, students are able to describe their growth in language in meaningful, specific ways – and this sets them on the path to continued growth in writing.

	excellent	**good**	**fair**	**misses the mark**
opening and closing engages reader introduces topic + angle on topic effectively concludes strategies other than summary	opening is especially engaging or especially well-suited to topic. strategy chosen for conclusion works especially well. conclusion reinforces central idea without just restating it	opening engages reader; opening previews topic and essay's position on topics. conclusion using a strategy other than summary.	attempt to use strategies for opening and closing, but not entirely successful. conclusion simply restates the thesis.	introduction excessively general language, or provides unnecessary backstory. conclusion absent or excessively repetitive.
central idea/thesis one specific, interesting central topic clear, non-obvious, debatable argument	paper is guided by a complex, thoughtful, and unique argument.	clearly states an arguable, specific position on topic. strong, accurate thesis verb.	argument is not entirely clear; would benefit from stronger thesis verb	absent, confusing, or unconnected to the evidence provided. argument demonstrably untrue. argument is simply a statement of fact – not debatable.
structure and development paragraphs are logically organized topic sentences articulate focus of paragraph plus relationship to rest of essay	each paragraph focuses on a single idea; ideas build and develop from one paragraph to the next. transitions establish connections between paragraphs and ideas.	paragraphs are logically organized topic sentences articulate focus of paragraph plus relationship to rest of essay	some confusing movement between ideas or components of argument. would benefit from more transitions between ideas and paragraphs.	one long paragraph. development of essay is confusing.
qualitative evidence identify relevant, credible sources select appropriate evidence from relevant, credible sources balance of paraphrase and quotation signal phrases APA formatting correct in-text citation correct reference page	relevance and/or credibility of sources effectively established by author. sources very well integrated with signal phrases and commentary. direct quotation used sparingly and effectively. paraphrases are accurate and in author's own words. variety of accurate verbs in signal phrases.	sources used are relevant and credible. evidence presented supports argument. balance of paraphrase and quotation. signal phrases. correct in-text citation. correct reference page	a few minor errors in in-text citations or reference page. signal phrases present, but some verbs not accurate, or same verb used several times. not all evidence is directly tied to central argument.	evidence not cited, or cited incorrectly. sources not credible or not relevant to argument. sources not integrated with signal phrases.
style, grammar, mechanics evidence of proofreading sentence variety transitions	very polished and engaging. topic sentences clearly state purpose of paragraph; transitions effectively point to connections between paragraphs and ideas	fairly polished, enjoyable to read. proofreading. clear organization/topic sentences. transitions between paragraphs and ideas.	lacking in polish. some confusing language and/or wordy sentences. would benefit from proofreading. paragraphs need clearer focus & stronger topic sentences.	multiple errors that interfere with meaning. paragraphs lack focus.

	excellent	good	fair	misses the mark
central idea/ thesis	thesis is especially interesting, thoughtful, or complex. thesis integrates more than one theory of education.	thesis clearly answers question with an accurate link to one theory of education. thesis clearly states an arguable, specific position on topic. strong, accurate thesis verb.	thesis answers question, but would benefit from being clearer or making a stronger connection to a theory.	thesis does not address question. thesis does not accurately present theory. thesis is unclear or confusing.
evidence	exceptionally thoughtful or insightful discussion of sources. different theories are integrated and synthesized in discussion. especially strong and specific links between theories and writer's own life. relevance and/or credibility of sources effectively established by author. sources very well integrated with signal phrases and commentary. direct quotation used sparingly and effectively. paraphrases are accurate and in author's own words. variety of accurate verbs in signal phrases.	evidence presented supports argument. discussion demonstrates understanding of readings. discussion of theories supported by specific details from writer's own life. balance of summary, paraphrase, and quotation. signal phrases used to integrate evidence. correct in-text citations. correct reference page	would benefit from better choices about when to paraphrase and when to directly quote. discussion of readings shows some misunderstandings or inaccuracies about theories. discussion would benefit from stronger links between theories and writer's own life. a few minor errors in in-text citations or reference page. signal phrases present, but some verbs not accurate, or same verb used several times. not all evidence is directly tied to central argument.	discussion of sources inaccurate; demonstrates misunderstandings about the readings. no attempts to tie readings to own life. evidence not cited, or cited incorrectly. sources not integrated with signal phrases. references page missing or has major errors.
style, grammar, mechanics	very polished and engaging. transitions point to connections between categories, theories, or readings	fairly polished, enjoyable to read. proofreading. transitions between categories.	lacking in polish. some confusing language. would benefit from proofreading. several run-ons and/or fragments.	multiple errors that interfere with meaning. frequent run-ons and/or fragments. frequent long and confusing sentences.