

## Scoring Guide for Assessing Learning Outcomes

<b>5</b>	<b>Highly proficient student writing</b> is a collection of outstanding texts. The student has responded appropriately and thoughtfully to assignments (context), has significantly improved through multiple drafts (process and revision), has organized the material effectively (organization), has accessed and synthesized multiple appropriate sources to support an assignment (information literacy), and has edited his or her own work to remove most errors that interfere with understanding (editing), and has employed details to support and develop generalizations revealing perception, judgment, and logic (idea development/critical thinking).
<b>4</b>	Papers earning a score of 4 meet the criteria of 5 papers; however, they provide uneven, inconsistent, or limited explanations. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas.
<b>3</b>	<b>Proficient student writing</b> is a collection of acceptable texts. The student has responded appropriately to assignments (context), has progressively improved through multiple drafts (process and revision), has organized the material ably (organization), has accessed and synthesized multiple sources to support an assignment (information literacy), and has edited his or her own work for major errors that interfere with understanding (editing), and has employed details to support and develop generalizations (idea development/critical thinking).
<b>2</b>	Papers earning a score of 2 meet the criteria of a 3 but are undeveloped or especially simplistic in their explanations and / or control of language.
<b>1</b>	<b>Unacceptable student writing</b> is a collection of texts deficient in several core areas. The student has not responded appropriately to assignments (context), has shown little improvement through multiple drafts (process and revision), has not organized the material ably (organization), has not successfully accessed and synthesized multiple sources to support an assignment (information literacy), and has poorly edited his or her own work for major errors that interfere with understanding (editing), and has not employed sufficient details to support and develop generalizations (idea development/critical thinking).