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|  | **EXPERT Pts\_\_\_\_\_\_** | **PROFICIENT Pts\_\_\_\_\_\_** | **APPRENTICE Pts\_\_\_\_\_\_** | **NOVICE Pts\_\_\_\_\_** |
| **INTEGRATION OF KNOWLEDGE** | The work demonstrates that the author fully understands and has applied subject matter learned in the course. Concepts are integrated into the students’ own insights. The work provides concluding remarks that show analysis and synthesis of ideas. | The work demonstrates that the author, for the most part, understands and has applied Subject matter learned in the course. Some of the conclusions, however, are not supported in the body of the paper.   | The work demonstrates that the author, to a certain extent, understands and has applied subject matter learned in the course. | The work does not demonstrate that the author has fully understood and applied subject matter learned in the course. |
| **TOPIC****FOCUS** | The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the work, either by statement of a position or hypothesis. | The topic is focused but lacks direction. The work is about a specific topic but the author has not established a position. | The topic is too broad for the scope of this assignment. | The topic is not clearly defined. |
| **DEPTH OF DISCUSSION AND ANALYSIS** | Work reflects a thoughtful analysis of the research accounting for causality, context and consequence.  | In-depth discussion & elaboration in most sections of the work. Accounting for causality, context and consequence in majority of the work | The author has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the author’s own ideas excessively. Minimal accounting for causality, context and consequence in the work | Cursory discussion in all the sections of the work or brief discussion in only a few sections. No attention is paid to causality, context and consequence in the work. |
| **COHESIVENESS/**  | Ties together information from all sources. Work flows from one issue to the next without the need for headings. Author's work demonstrates an understanding of the relationship among material obtained from all sources. | For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources. | Sometimes ties together information from all sources. Work does not flow - disjointedness is apparent. Author's work does not demonstrate an understanding of the relationship among material obtained from all sources. | Does not tie together information. Work does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships |
| **SPELLING & GRAMMAR** | No spelling &/or grammar mistakes. | Minimal spelling &/or grammar mistakes. | Noticeable spelling & grammar mistakes. | Unacceptable number of spelling and/or grammar mistakes. |
| **SOURCES** | More than the minimum required sources were used. Primary and secondary sources are acknowledged as such if they are cited. All web sites utilized are authoritative. | Minimum current sources, are utilized. All web sites utilized are authoritative. | Fewer than minimum current sources, All web sites utilized are credible. | Fewer than minimum current sources. Not all web sites utilized are credible, and/or sources are not current. |
| **CITATIONS** | Cites all data obtained from other sources. Proper citation style is used in both text and bibliography. | Cites most data obtained from other sources. Proper citation style is used in both text and bibliography. | Cites some data obtained from other sources. Citation style is either inconsistent or incorrect. | Does not cite sources. |