Written Communication SLOs: These have been reviewed by CCET, but not ACME or the English Alignment Group.

- 1. Craft a thesis-driven, supported, logically organized argument that applies conventions of English appropriate to the audience, purpose, and context.
- 2. Interpret and evaluate credible sources and integrate ideas from those sources in an ethical manner with appropriate documentation.

	Exceeds Expectations (4)	Meets Expectations (3)	Meets Some Expectations (2)	Does Not Meet Expectations (1)
Craft an Argument	Student writing crafts an argument that:	Student writing crafts an argument that:	Student writing crafts an argument that:	Student writing crafts a logical argument that:
	<ul> <li>Includes an <u>insightful</u> controlling thesis.</li> </ul>	<ul><li>Includes a <u>controlling</u> thesis.</li><li>Is <u>supported</u> by evidence, and</li></ul>	<ul> <li>Includes a generally controlling thesis.</li> </ul>	<ul> <li>Does <u>not</u> include a controlling thesis.</li> </ul>
	<ul> <li>Is <u>well</u> supported by evidence, and</li> <li>Is organized appropriately, using <u>cohesive</u> transitions.</li> </ul>	<ul> <li>Is organized appropriately, using <u>appropriate</u> transitions.</li> </ul>	<ul> <li>Is <u>weakly</u> supported by evidence, and</li> <li>Is organized <u>somewhat</u> appropriately, using <u>some</u> transitions.</li> </ul>	<ul> <li>Is <u>weakly</u> supported by evidence, and</li> <li>Is organized in a way that is <u>hard to</u></li> </ul>
				follow, rarely uses transitions.
Respond to Rhetorical	Student writing responds to rhetorical situations:	Student writing responds to rhetorical situations:	Student writing responds to rhetorical situations:	Student writing responds to rhetorical situations:
Situations	Effectively addresses the purpose of the writing task.	<ul> <li>Adequately addresses the purpose of the writing task.</li> </ul>	<ul> <li><u>Inadequately</u> addresses the purpose of the writing task.</li> </ul>	<ul> <li><u>Does not</u> address the purpose of the writing task.</li> </ul>
	• <u>Effectively</u> engages a specific audience.	<ul> <li><u>Adequately</u> engages a specific audience.</li> </ul>	• <u>Inadequately</u> engages a specific audience.	• <u>Does not</u> engage a specific audience.
Express	Student writing demonstrates clearly	Student writing demonstrates	Student writing demonstrates	Student writing demonstrates <b>poorly</b>
Ideas	expressed ideas that are appropriate	clearly expressed ideas that are	somewhat clearly expressed ideas that	expressed ideas that are rarely
Clearly	to the audience through:	appropriate to the audience	are appropriate to the audience	appropriate to the audience through:
(appropriate	Appropriate and effective diction	through:	through:	<ul> <li><u>Inappropriate</u> diction and tone.</li> </ul>
for audience	and tone.	Appropriate diction and tone.	Somewhat appropriate diction and	• <u>Ineffective</u> language choices such as
and	Purposeful and effective language	<ul> <li><u>Effective</u> language choices</li> </ul>	tone.	conventions of English or elements
purpose)	choices such as conventions of	such as conventions of English	Somewhat effective language choices	of other languages (e.g. grammar,
	English or elements of other	or elements of other languages	such as conventions of English or	syntax, usage, and spelling).
	languages (e.g. grammar, syntax,	(e.g. grammar, syntax, usage,	elements of other languages (e.g.	
	usage, and spelling).	and spelling).	grammar, syntax, usage, and	
			spelling).	
Use Sources	Student writing demonstrates:	Student writing demonstrates:	Student writing demonstrates:	Student writing demonstrates:
Ethically (integrate	Identification of sources using appropriate citation methods	<ul> <li>Identification of sources using appropriate citation methods</li> </ul>	<ul> <li>Identification of sources using appropriate citation methods</li> </ul>	<ul> <li>Identification of sources using appropriate citation methods</li> </ul>
into work,	precisely.	accurately.	partially.	<u>rarely</u> .
document	Evaluates and analyzes credible	<ul> <li>Evaluates and analyzes credible</li> </ul>	Evaluates and analyzes credible and	Evaluates and analyzes credible and
the use)	and appropriate sources	and appropriate sources	appropriate sources superficially.	appropriate sources incompletely.
	<u>effectively</u> .	adequately.	<ul> <li>Summary and/or paraphrase, and</li> </ul>	<ul> <li>Summary and/or paraphrase, and</li> </ul>
	Summary and/or paraphrase, and	<ul> <li>Summary and/or paraphrase,</li> </ul>	quotation of others' ideas and	quotation of others' ideas and
	quotation of others' ideas and	and quotation of others' ideas	supporting details,	supporting details,
	supporting details, <u>clearly</u>	and supporting details,	inconsistently differentiated from	<u>not</u> differentiated from student's
	differentiated from student's	consistently differentiated	student's own.	own.
	own.	from student's own.		

#### **Oral Communication**

- 1. Create and express oral messages appropriate to the audience, purpose, and context.
- 2. Employ Communication theories and strategies to convey an oral message.
- 3. Critically analyze messages.

	Exceeds Expectations (4)	Meets Expectations (3)	Meets Some	Does Not Meet
			Expectations (2)	Expectations (1)
Create oral messages	The speaker uses language	The speaker uses	The speaker uses	The speaker uses language
appropriate for the	that is <b>exceptionally</b> clear,	language that is	language that is unclear	that is <u>unclear</u> or
audience, topic, and	vivid, and appropriate.	reasonably clear, vivid,	or <b>not rhetorically</b>	inappropriate.
context.		and appropriate.	appropriate.	
Convey oral messages	The speaker demonstrates	The speaker	The speaker sometimes	The speaker <u>does not</u> use
using non-verbal	expressive posture,	demonstrates effective	demonstrates effective	<u>effective</u> posture,
behaviors that support	gestures, bodily	posture, gestures, facial	posture, gestures, facial	gestures, facial
the verbal message.	movement, facial	expressions, and eye	expressions, and eye	expressions, and eye
	expressions, and eye	contact.	contact.	contact.
	contact.			
Provide supporting	The speaker uses	The speaker uses	The speaker <b>sometimes</b>	The speaker uses <u>no</u>
materials appropriate	supporting material that is	supporting material that	uses supporting material	supporting material, or
for the audience, topic,	appropriate for the	is <b>appropriate</b> for the	that is <b>appropriate</b> for	supporting material is
and context.	audience, topic, and	audience, topic, and	the audience, topic, and	inappropriate for the
	context, and is	context, in both quality	context, in both quality	audience, topic, and
	exceptional in both quality	and variety.	and variety.	context, in both quality
	and variety.			and variety.
Employ a	The theory or strategy is	The theory or strategy is	The theory or strategy is	No evidence of use of a
Communication Theory	applied appropriately and	applied <b>appropriately</b> to	applied <b>somewhat</b>	theoretical framework is
or strategy.	comprehensively to create	create a message.	appropriately to create a	evident in the message
	a message.		message.	created.
Employ a	Student performed a	Student performed an	Student performed a	Student <u>did not</u> perform
Communication Theory	comprehensive analysis of	adequate analysis of the	<u>limited</u> analysis of the	an analysis of the message
or concept to analyze	the message using the	message using the	message using the	using the theoretical
messages.	theoretical framework.	theoretical framework.	theoretical framework.	framework.

## **Scientific Reasoning**

- 1. Apply scientific methods to investigate phenomena of the physical or natural world through prediction, observation or experimentation, data acquisition, and evaluation.
- 2. Represent and report scientific data symbolically, graphically, or numerically.
- 3. Interpret and evaluate scientific data in order to draw reasonable and logical conclusions.

	Exceeds Expectations (4)	Meets Expectations (3)	Meets Some Expectations (2)	Does Not Meet Expectations (1)
Apply	Student investigates phenomena of	Student investigates	Student investigates	Student investigates phenomena
Scientific	the physical or natural world	phenomena of the physical or	phenomena of the physical or	of the physical or natural world
Methods	through a <b>consistently</b> careful	natural world through a	natural world through a	through a <u>rarely</u> <u>careful</u> (or
	application of scientific methods,	frequently careful application of	sometimes careful application	complete neglect of) application
	including:	scientific methods, including:	of scientific methods, including:	of scientific methods, including:
	<ul> <li>hypothesis or prediction*</li> </ul>	hypothesis or prediction*	<ul> <li>hypothesis or prediction*</li> </ul>	<ul> <li>hypothesis or prediction*</li> </ul>
	observation or experimentation	observation or	<ul> <li>observation or</li> </ul>	<ul> <li>observation or experimentation</li> </ul>
	with appropriate procedures or	experimentation	experimentation	data acquisition and
	strategies	data acquisition and	<ul> <li>data acquisition and</li> </ul>	evaluation.
	data acquisition, and	evaluation.	evaluation.	
	evaluation.			
Represent	Scientific data are consistently	Scientific data are frequently	Scientific data are sometimes	Scientific data are rarely (or not at
and Report	represented and reported	represented and reported	represented and reported	all) represented and reported
Scientific	symbolically, graphically, or	symbolically, graphically, or	symbolically, graphically, or	symbolically, graphically, or
Data	numerically with accuracy, in a way	numerically with accuracy, in a	numerically with accuracy, in a	numerically with accuracy, in a
	that provides for clear	way that provides for clear	way that provides for clear	way that provides for clear
	interpretation.**	interpretation.**	interpretation.**	interpretation.**
Interpret	The student <b>consistently</b> interprets	The student <u>frequently</u>	The student <b>sometimes</b>	The student <b>does not</b> interpret
and	and evaluates scientific data in a	interprets and evaluates	interprets and evaluates	and evaluate scientific data in a
Evaluate	methodical, thorough manner that	scientific data in a methodical	scientific data in a methodical	methodical manner. This means
Scientific	ensures resulting conclusions are:	manner that <u>allows for</u>	manner that allows the student	the student draws unsupported
Data	<ul> <li>logical <u>and</u> reasonable</li> </ul>	conclusions that are:	to draw conclusions that are:	conclusions, or conclusions that
	<ul> <li>the student may also reflect on</li> </ul>	<ul> <li>logical <u>and</u> reasonable</li> </ul>	<ul> <li>logical <u>and</u> reasonable.</li> </ul>	may not be:
	the conclusions to ensure they	the student may also reflect		<ul> <li>logical <u>or</u> reasonable.</li> </ul>
	are reasonable, or identify a	on the conclusions to ensure		
	cause of inaccuracy or	they are reasonable.		
	unreasonableness, if applicable.			

<sup>\*</sup>Prediction is an accurate anticipation for potential experimental outcomes or observations.

<sup>\*\*</sup>Clear communication of the data is facilitated by inclusion of units, an appropriate level of precision, and when appropriate, features such as descriptive titles, labels, legends, and keys. When appropriate, data are ranked, grouped, or tabulated.

# **Scientific Knowledge and Understanding**

- 1. Communicate scientific knowledge using appropriate terminology, and representations, models, or analysis.
- 2. Describe how a scientific explanation or theory is refined or replaced.
- 3. Evaluate the quality of a scientific claim on the basis of its source, and the logic or methods used to generate it.

	Exceeds Expectations (4)	Meets Expectations (3)	Meets Some Expectations (2)	Does Not Meet Expectations (1)
Communicate	Student consistently	Student <u>frequently</u>	Student sometimes	Student <u>rarely</u> communicates
Scientific	communicates scientific	communicates scientific	communicates scientific	scientific knowledge accurately,
Knowledge	knowledge <u>clearly and</u>	knowledge <u>clearly and</u>	knowledge <u>accurately</u> . The use	using terminology in a vague or
	accurately, using appropriate	accurately, using appropriate	of scientific terminology in	inappropriate manner and
	terminology and	terminology and	context is vague or unclear, and	representations, models, or
	representations, models, or	representations, models, or	representations, models, or	analysis lack clarity and/or
	analysis.	analysis. May include a few	analysis include some	accuracy.
		minor inaccuracies.	inaccuracies.	
Describe How	Student describes how a	Student describes how a	Student describes how a	Student describes how a scientific
a Theory is	scientific explanation or theory	scientific explanation or theory	scientific explanation or theory is	explanation or theory is refined or
Refined or	is refined or replaced through a	is refined or replaced through a	refined or replaced through a	replaced through an incomplete,
Replaced	detailed, thorough accounting	full, yet summary accounting of	brief, summary accounting of	summary accounting of historical
	of historical developments or	historical developments or the	historical developments or	developments or casual reference
	the processes used to generate	processes used to generate new	incomplete reference to the	to the processes used to generate
	new theories or refine existing	theories or refine existing	processes used to generate new	new theories or refine existing
	theories. (Processes may include	theories. (Processes may	theories or refine existing	theories. (Processes may include
	methodologies, observations or	include methodologies,	theories. (Processes may include	methodologies, observations or
	logic used to establish	observations or logic used to	methodologies, observations or	logic used to establish confidence
	confidence in the changes.)	establish confidence in the	logic used to establish	in the changes.)
		changes.)	confidence in the changes.)	
Evaluate a	Student evaluates a scientific	Student evaluates a scientific	Student evaluates a scientific	Student evaluates a scientific
Scientific	claim with a <u>detailed</u>	claim with a <u>summary</u>	claim with a brief, summary	claim with an incomplete or
Claim	explanation of the logic or	explanation of the logic or	explanation of the logic or	unclear explanation of the logic or
	methods used to generate it,	methods used to generate it,	methods used to generate it,	methods used to generate it,
	using published <u>academic</u>	using <b>credible sources</b> to	with little reference to its	without reference to its source or
	sources to interpret and	interpret and evaluate the	source. If applicable, any parts of	with reference to an unreliable
	evaluate the claim. If applicable,	claim. If applicable, any parts of	the claim that are	source. If applicable, any parts of
	any parts of the claim that are	the claim that are	unsubstantiated are identified	the claim that are unsubstantiated
	unsubstantiated are identified	unsubstantiated are identified	and an incomplete explanation	are either <b>not identified</b> or only
	and <b>sound explanation</b> is	and <b>summary explanation</b> is	is offered for why the claim does	discussed with a casual reference
	offered for why the claim does	offered for why the claim does	not meet scientific criteria.	to scientific concepts.
	not meet scientific criteria.	not meet scientific criteria.		

#### **Social and Behavioral Sciences**

- 1. Explain social, organizational, psychological, political, economic, historical, geographic, or cultural elements that influence and are influenced by individuals or groups.
- 2. Describe theories and concepts, or research methods used to investigate social or behavioral phenomena.
- 3. Identify and describe ethical issues pertaining to social contexts and phenomena.\*

	Exceeds Expectations (4)	Meets Expectations (3)	Meets Some Expectations (2)	Does Not Meet Expectations (1)
Explain	Student consistently provides	Student <b>frequently</b> provides	Student sometimes provides	Student <u>rarely</u> provides
Influence	detailed, thorough	explanations of how social,	explanations of how social,	explanations of how social,
	explanations of how social,	organizational, psychological,	organizational, psychological,	organizational, psychological,
	organizational, psychological,	political, economic, historical,	political, economic, historical,	political, economic, historical,
	political, economic, historical,	geographic, or cultural	geographic, or cultural elements	geographic, or cultural elements
	geographic, or cultural	elements <b>influence and are</b>	influence and are influenced by	influence and are influenced by
	elements influence and are	influenced by individuals or	individuals or groups.	individuals or groups. Explanations
	influenced by individuals or	groups.	Explanations are often summary	are often vague or incomplete and
	groups.		and <b>do not show the</b>	do not show the bidirectional
			bidirectional nature of influence.	<u>nature of influence</u> .
Describe	Student <b>consistently</b> offers	Student <b>frequently</b> offers	Student <b>sometimes</b> offers	Student <u>rarely</u> offers <u>accurate</u>
Theories	thorough, detailed, and	thorough, accurate	thorough, accurate descriptions	descriptions of theories and
&	accurate descriptions of	descriptions of theories and	of theories and concepts, or	concepts, or research methods
Concepts	theories and concepts, or	concepts, or research methods	research methods used to	used to investigate social or
or	research methods used to	used to investigate social or	investigate social or behavioral	behavioral phenomena.
Research	investigate social or behavioral	behavioral phenomena. (Some	phenomena. (Descriptions are	(Descriptions are often general in
Methods	phenomena.	descriptions may be general in	often general in nature and may	nature or missing key elements
		nature or have minor	have minor inaccuracies.)	and may have major inaccuracies.)
		inaccuracies.)		
Identify	Student <u>accurately</u> identifies	Student <u>accurately</u> identifies	Student vaguely identifies and	Student vaguely identifies and
and	and gives a <u>detailed</u>	and gives a <u>summary</u>	gives a <b>summary</b> description of	gives a <b>partial</b> description of
Describe	description of ethical issues*	description of ethical issues*	ethical issues* that pertain to a	ethical issues* that pertain to a
Ethical	that pertain to a social context	that pertain to a social context	social context or phenomenon,	social context or phenomenon,
Issues*	or phenomenon, highlighting	or phenomenon, <b>briefly</b>	offering vague reference to	offering only a casual mention of
	potentially problematic	highlighting potentially	potentially problematic elements	potentially problematic elements
	elements within the situation,	problematic elements within	within the situation, or brief	within the situation, or brief
	or identifying possibilities for	the situation, or briefly	identification of unrealistic or	identification of unrealistic or
	resolution.	identifying possibilities for	inappropriate possibilities for	inappropriate possibilities for
		<u>resolution</u> .	<u>resolution</u> .	<u>resolution</u> .

<sup>\*</sup>Examples of ethical issues include but are not limited to: how economic policies affect social classes or marginalized groups; consumer behavior and governmental control over regulation; what counts as ethical or unethical research methods conducted with human subjects; codes of ethics used by specific disciplines in social & behavioral sciences; and issues pertaining to systemic inequality, structural oppression, and intersectional justice.

### **Quantitative Reasoning**

Given an authentic context or everyday life situation:

- 1. Convert relevant information into an appropriate mathematical form, such as an equation, graph, diagram, table, or words.
- 2. Use arithmetic, algebra, geometry, statistics, or logic to solve related problems.
- 3. Interpret the significance, reasonableness, or implications of calculated results.

	Exceeds Expectations (4)	Meets Expectations (3)	Meets Some Expectations (2)	Does Not Meet Expectations (1)
Convert	Given an authentic context,	Given an authentic context,	Given an authentic context,	Given an authentic context,
Information	information is <b>consistently</b>	information is frequently converted	information is sometimes converted	information is <b>rarely</b> converted into an
into	converted into an appropriate	into an appropriate mathematical	into an appropriate mathematical	appropriate mathematical form* with
Mathematical	mathematical form* with	form* with accuracy, in a way that	form* with accuracy, in a way that	accuracy, in a way that does not
Form	accuracy, in a way that provides	provided for clear interpretation.**	somewhat provides for clear	provide for clear interpretation.**
	for clear interpretation.**		interpretation.**	
Use Math to	Arithmetic, algebra, geometry,	Arithmetic, algebra, geometry,	Arithmetic, algebra, geometry,	Arithmetic, algebra, geometry,
Solve Problems	statistics, or logic is	statistics, or logic is frequently used	statistics, or logic is <b>sometimes</b> used	statistics, or logic is <u>rarely</u> used to
	consistently used to solve	to solve problems correctly in an	to solve problems correctly in an	solve problems correctly in an
	problems correctly in an	authentic context with appropriate:	authentic context with appropriate:	authentic context with appropriate:
	authentic context with	<ul> <li>procedures or strategies</li> </ul>	<ul> <li>procedures or strategies</li> </ul>	<ul> <li>procedures or strategies</li> </ul>
	appropriate:	• precision	<ul><li>precision</li></ul>	• precision
	<ul> <li>procedures or strategies</li> </ul>	• Units	• units	• Units
	<ul><li>precision</li></ul>	(may include minor inaccuracies in	(may include major or minor	(may include major inaccuracies in
	• units	above)	inaccuracies in above)	above)
	(few to no inaccuracies in			
	above)	=1		-1
Interpret	The significance,	The significance, reasonableness, or	The significance, reasonableness, or	The significance, reasonableness, or
Calculated	reasonableness, or implications	implications of calculated results are	implications of calculated results are	implications of calculated results are
Results	of calculated results are	<u>frequently</u> interpreted with:	sometimes interpreted with:	rarely interpreted with:
	consistently interpreted with:	• accuracy	• accuracy	• accuracy
	• accuracy	appropriate level of precision	appropriate level of precision	appropriate level of precision
	appropriate level of	appropriate level of detail to	appropriate level of detail to	appropriate level of detail to
	precision	communicate ideas clearly	communicate ideas clearly	communicate ideas clearly
	appropriate level of detail to	(may include minor inaccuracies in	(may include major or minor	(may include major inaccuracies in
	communicate ideas clearly	above)	inaccuracies in above)	above)
	(few to no inaccuracies in			
	above)			

<sup>\*</sup>Mathematical forms information may be converted to include, e.g., equation, graph, diagram, table, or words.

<sup>\*\*</sup>Clear communication is facilitated by inclusion of units, and when appropriate, features such as descriptive titles, labels, legends, and keys. When appropriate, data are ranked, grouped, or tabulated. (This version of the rubric has been updated by CMAC after design by FIRC due to the absence of Math faculty on FIRC.)

## **Continuing Learning/Information Literacy**

- 1. Use current, relevant technologies to identify and solve problems, make informed decisions, communicate, or create information.
- 2. Evaluate the authority, relevance, and accuracy of various sources of information to address issues that arise in academic, professional, or personal contexts.
- 3. Identify ethical issues related to access or use of information, such as the impact on security, privacy, censorship, intellectual property, or the reliability of information.

	Exceeds Expectations (4)	Meets Expectations (3)	Meets Some Expectations (2)	Does Not Meet Expectations (1)
Use	Student identifies and solves	Student identifies and solves	Student identifies and solves	Student identifies and solves
Technologies	problems, makes informed	problems, makes informed	problems, makes informed	problems, makes informed
	decisions, communicates or	decisions, communicates or	decisions, communicates or	decisions, communicates or
	creates information in a way	creates information in a way that	creates information in a way	creates information in a way that
	that knowledgeably and	adequately integrates	that displays minimal use of	displays casual use of
	skillfully integrates	appropriate current, relevant	appropriate current, relevant	appropriate current, relevant
	appropriate current, relevant	technologies.	technologies.	technologies, or uses outdated or
	technologies.			unsuitably matched
				technologies.
Evaluate	Sources used <b>consistently</b>	Sources used <b>frequently</b> show	Sources used sometimes show	Sources used <u>rarely</u> show
Sources for Use	show appropriate:	appropriate:	appropriate:	appropriate:
in Academic,	<ul><li>authority (high quality)</li></ul>	authority (quality may	<ul> <li>authority (quality may</li> </ul>	authority (quality may be
Professional, or	<ul> <li>relevance (sources align to</li> </ul>	occasionally be questionable	sometimes be questionable	questionable or unclear)
Personal	the topic)	or unclear)	or unclear)	relevance (sources may not
Contexts	• accuracy.	<ul> <li>relevance (sources align to the</li> </ul>	<ul> <li>relevance (sources may not</li> </ul>	align to the topic)
		topic)	align to the topic)	accuracy (minor inaccuracies or
		<ul> <li>accuracy (minor inaccuracies).</li> </ul>	<ul> <li>accuracy (minor inaccuracies</li> </ul>	major inaccuracies).
			or major inaccuracies).	
Identify Ethical	Ethical issues related to	Ethical issues related to access	Ethical issues related to access	Ethical issues related to access or
Issues*	access or use of information	or use of information are	or use of information are	use of information are identified
	are identified in a way that	identified in a way that makes	identified in a way that makes	in a way that <u>does not</u> make key
	makes key features <b>clear</b> , and	some key features clear, and are	key features somewhat clear,	features clear, and descriptions
	are described in a detailed	described in a <b>summary</b>	and are described in a cursory	are vague and hard to
	manner.	manner.	manner.	understand.

<sup>\*</sup>Ethical issues may include but are not limited to: the impact on security, privacy, censorship, intellectual property, or the reliability of information and the use of artificial intelligence (AI). See the <u>Annotated List of Topics to Illustrate Ethical Issues</u> for SLO 3 for links to sources and articles, and to illustrate how wide the range of appropriate topics is.

#### **Arts and Humanities SLOs:**

- 1. Identify and describe key features of visual works, performances, texts, or other artifacts in relation to a context (such as historical, geographical, social, political, cultural, linguistic, or aesthetic).
- 2. Apply key concepts, terminology, techniques or methodologies in the analysis or creation of visual works, performances, texts, or other artifacts.

	Level 4: Exceeds Expectations	Level 3: Meets Expectations	Level 2: Meets Some	Level 1: Does Not Meet
			Expectations	Expectations
Identify and	Appropriate features of works	Appropriate features of works	Appropriate features of works	Appropriate features of works are
describe key	are <b>consistently</b> identified and	are <b>frequently</b> identified and	are <b>sometimes</b> identified and	rarely identified and/or are
features of	are described <b>thoroughly</b> , with	are described summarily, with	are described summarily, with	described <b>summarily</b> , with <b>major</b>
works*	uniform accuracy.	accuracy.	minor inaccuracies.	inaccuracies.
Relate works	Several key features of works	Some key features of works	A few key features of works	Key features of works are <b>not</b>
to context	are related to an appropriate	are related to an appropriate	are related to an appropriate	related to an appropriate context,
	context using <b>detailed</b>	context using <b>partial</b>	context using <u>cursory</u>	the evidence is <b>vague</b> , or the
	evidence:	evidence:	evidence:	connection between the work
	<ul> <li>for how the context shapes</li> </ul>	• for how the context shapes	<ul> <li>for how the context shapes</li> </ul>	and its context is unclear.
	or influences the work	or influences the work	or influences the work	
	• and for how the work	• and for how the work	• <u>or</u> for how the work	
	responds to or influences	responds to or influences	responds to or influences	
	the context	the context	the context	
Analyze or	The work is analyzed or	The work is analyzed or	The work is analyzed or	The work is analyzed or created in
<b>Create Works</b>	created in a way that clearly	created in a way that	created in a way that	a way that <b>does not</b> make
	and <b>consistently</b> makes	frequently makes explicit:	sometimes makes explicit:	explicit:
	explicit:	Key concepts or	Key concepts or	Key concepts or
	Key concepts or	Terminology or	Terminology or	Terminology or
	Terminology or	Techniques or	Techniques or	Techniques or
	Techniques or	Methodologies	Methodologies	Methodologies
	<ul> <li>Methodologies</li> </ul>			

<sup>\*</sup>Works include: visual works, performances, texts, or other artifacts.

<sup>\*\*</sup>Appropriate contexts include: historical, geographical, social, political, cultural, linguistic, or aesthetic.

# **Historical Knowledge and Understanding SLOs:**

- 1. Define and interpret primary and secondary historical sources.
- 2. Explain and evaluate the influence of historical agency (race, class, gender, region/location, or belief system) in the context of defined periods.

	Exceeds Expectations (4)	Meets Expectations (3)	Meets Some Expectations (2)	Does Not Meet Expectations (1)
Define and	Primary and secondary	Primary and secondary sources	Primary and secondary sources	Primary and/or secondary
Interpret	sources are consistently	are <b>frequently</b> identified	are <b>sometimes</b> identified	sources are not used, or primary
Primary and	identified appropriately and	appropriately and distinguished	appropriately and distinguished	and secondary sources are rarely
Secondary	distinguished from each other,	from each other, and are	from each other, and are	identified appropriately and
Historical	and are interpreted with	interpreted with language that	interpreted with language that	distinguished from each other,
Sources	precise, detailed language	clarifies the content, context	clarifies the <b>content</b> of the	and are interpreted with
	that clarifies the content,	and potential limitations of the	source.	language that inadequately
	context and potential	source.		describes the <b>content</b> of the
	<u>limitations</u> of the source.			source.
Explain and	In the context of defined	In the context of defined	In the context of defined	In the context of defined periods,
Evaluate the	periods, historical agency is	periods, historical agency is	periods, historical agency is	historical agency is rarely
Influence of	consistently explained,	frequently explained, evaluated	sometimes explained,	explained, evaluated and used to
Historical	evaluated and used to draw	and used to draw informed	evaluated and used to draw	draw informed conclusions with
Agency*	informed conclusions with	conclusions with appropriate:	informed conclusions with	appropriate:
	appropriate:	detail to contextualize the	appropriate:	detail to contextualize the
	detail to contextualize the	defined period	<ul> <li>detail to contextualize the</li> </ul>	defined period
	defined period	supporting evidence to	defined period	<ul> <li>supporting evidence to</li> </ul>
	<ul> <li>supporting evidence to</li> </ul>	characterize historical	<ul> <li>supporting evidence to</li> </ul>	characterize historical agency
	characterize historical	agency	characterize historical	<ul> <li>critical analysis of historical</li> </ul>
	agency	<ul> <li>critical analysis of historical</li> </ul>	agency	agency and its influence on the
	critical analysis of historical	agency and its influence on	<ul> <li>critical analysis of historical</li> </ul>	context.
	agency and its influence on	the context.	agency and its influence on	
	the context.		the context.	

<sup>\*</sup> Historical agency: race, class, gender, region/location, or belief system.