

Undergraduate Assessment Plan Community-Oriented Digital Engagement Scholars (CODES)

Section I. Student Learning Outcomes

In small research team courses, CODE Scholars use multiple disciplines to research and address a wicked problem in collaboration with an embedded community partner. Research team courses give students hands-on experience with twenty-first century career skills, including creative problem-solving, collaboration, ethical literacy, and adaptability. The program situates students' acquisition of communication skills in contemporary media to help them develop a framework for civic engagement applicable to both online and face-to-face environments.

CODE Scholars are measured using outcomes adapted from the [American Association of Colleges & Universities VALUE rubrics](#)¹ in a method that aligns with Southern Illinois University Edwardsville's "Objectives for General Education" (see [policy 1h1](#)). Because the program is designed to be transdisciplinary, "all students will acquire a solid base of knowledge in liberal arts and sciences and of the contributions of these fields to civilization and to the quality of life." See alignment with SIUE standards in Appendix I. Outcomes include:

1. Civic Engagement

- a. Demonstrates ability and commitment to collaboratively work across and within community contexts and structures.
- b. Connects and extends knowledge from academic study to civic engagement.
- c. Provides leadership in civic engagement activities.

2. Critical & Creative Thinking

- a. Systematically analyzes assumptions to develop logical plans to solve problems.
- b. Takes risks in approaches to learning to create new knowledge.
- c. Transforms ideas through synthesizing knowledge from multiple domains.

3. Ethical Reasoning

- a. Identifies and analyzes core beliefs and reflects upon their origin.
- b. Recognizes multilayered ethical issues and the cross-relationships among them.
- c. Applies ethical concepts to a question and considers their full implications.

4. Global Learning

- a. Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.
- b. Uses deep knowledge of global systems to develop and advocate for informed, appropriate action to solve complex problems.
- c. Applies knowledge and skills to implement sophisticated, workable solutions to address complex global problems using interdisciplinary perspectives.

5. Information Literacy

- a. Defines the scope of research questions effectively and selects information cogently to address them.

¹ Association of American Colleges and Universities. 2009. *Valid Assessment of Learning in Undergraduate Education*. <https://www.aacu.org/initiatives/value>.

- b. Accesses information using effective, well-designed search strategies and appropriate sources.
- c. Responsibly integrates research and demonstrates full understanding of the ethical and legal restrictions on information use.

6. Intercultural Knowledge and Competence

- a. Articulates own cultural rules and biases and recognizes and responds to biases.
- b. Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to history, values, politics, communication styles, economy, or beliefs and practices.
- c. Suspends judgment in interactions with people culturally different than themselves.

7. Skills for Lifelong Learning

- a. Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject.
- b. Pursues knowledge and educational experience beyond the classroom.
- c. Reviews prior learning inside and outside of the classroom to reveal significantly changed perspectives about educational and life experiences.

8. Oral Communication

- a. Uses clear organizational patterns and is skillful at presenting content cohesively.
- b. Uses compelling, appropriate delivery techniques.
- c. Develops clear, innovative central messages with significant supporting materials.

9. Problem Solving

- a. Constructs insightful problem statements with evidence of relevant factors.
- b. Identifies and evaluate multiple approaches for solving problems.
- c. Implements solutions to address multiple contextual factors.

10. Quantitative Literacy

- a. Skillfully represents quantitative information.
- b. Uses quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions.
- c. Uses quantitative information to support arguments and draw logical conclusions.

11. Reading

- a. Evaluates texts' scholarly significance to apply reading to other contexts or issues.
- b. Identifies texts within and across genres, monitoring and adjusting reading strategies based on their nuances.
- c. Reads using an appropriate lens and can engage in a continuing dialogue within and beyond a discipline or a community of readers.

12. Collaboration

- a. Helps collaboration move forward by articulating the merits of alternative ideas.
- b. Facilitates collaborators' contributions by building upon their contributions and noticing when someone is not participating and inviting them to engage.
- c. Works independently toward goals by contributing and meeting deadlines.

13. Written Communication

- a. Demonstrates a thorough understanding of context, audience, and purpose.
- b. Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.
- c. Uses language to skillfully communicate with clarity and fluency.

Section II. Description of ePortfolio Integration and Process

An ePortfolio is a digital record of academic and co-curricular work compiled by a student and accompanied by narrative reflection on their learning. ePortfolios are a method of process-oriented pedagogy that can also be used for formative and summative classroom and program assessment. ePortfolios enable students to synthesize their learning across their entire educational experience, create a record of accomplishments, curate a transportable dossier of their work, and demonstrate career-readiness. ePortfolios have been shown to increase student grades, retention rates, and graduation rates.

ePortfolio Set-up and Support

In CODE 121, each CODE scholar is given their own WordPress site monitored by the IRIS Center. The [ePortfolio Gallery](#) makes their work accessible to other students, teaching faculty, and the assessment committee. Their ePortfolios are used for course grading and program assessment. The IRIS Center supports students in the set-up of their ePortfolios in CODE121 with a tutorial about design considerations, software support, guidance in writing for the web, and discussions about reflective practices and professionalism. The IRIS Center also shares information about ePortfolio setup design, and requirements on the [CODES Resources site](#) specific to faculty and students, and faculty set aside time in courses for ePortfolio development.

ePortfolio Integration

CODES integrates ePortfolios into coursework to help students internalize learning outcomes. Because learning outcomes often use institutional language, beginning in CODE121 and continuing throughout the program, students work in groups to rewrite outcomes into goals of their own. They choose five of these goals as their focus in each course. The goals guide their work during the semester, and they reflect on their progress toward meeting them in a class portfolio page. In this way, the students' own reflections on their progress toward learning outcomes will be integrated into program assessment discussions.

Contents of ePortfolios for each course

- Letter outlining five student goals for the course, how they plan to achieve them, and a definition of what success looks like, along with their intended course grade.
- Deposits of major course assignments (as determined by instructor)
- Portfolio page with reflective introduction, subheading for each goal, and artifacts demonstrating progress toward each goal. Portfolio pages should be maintained throughout course and students discuss them with faculty at midterm and at course's end.

Contents of ePortfolios for Longitudinal Reflection and Growth

- [About Me](#): A short, frequently adapted biography.
- [My Goals](#): discusses major, career interests, short reflections on courses taken, and plans for remaining coursework; discussed each semester with advisor.
- [My Journey](#): a semester-by-semester reflection of how students are progressing at SIUE, specific struggles they've experienced, and hurdles they've overcome.

ePortfolio in CODE420

In the final one-credit hour course, students work reflect on their coursework and revise their ePortfolio into a presentable dossier of materials for graduate school or job applications.

Section III. Assessment Data Points

In addition to ePortfolios, the CODES director collects the following information for the steering committee's consideration. For a chart aligning assessment points with student learning outcomes, see Appendix II.

- Holistic assessment of students from classroom faculty scored using the CODES program rubric (see Appendix III)
- Steering committee comments of a sampling of ePortfolios (drawn from students scoring in the low, medium, and high ranges of the rubric based on faculty scoring)
- Student survey data collected each semester (See survey in Appendix V)
- Retention and success rates for the program as compared to University data
- Student GPA in CODES and overall coursework
- Qualitative data collected from faculty and community partner focus groups
- Faculty Assessment of final showcase upon student completion of the capstone course 320 (see Rubric in Appendix IV)

Section IV. Program Assessment Processes

The CODES Steering Committee meets in May to review program data and discuss recommendations for the next year. The CODES director writes a report summarizing assessment outcomes, to be approved by the steering committee and sent to the Office of the Provost each year in September.

Appendix I: Alignment with SIUE's Objectives for the Baccalaureate Degree

SIUE's Objectives for the Baccalaureate Degree	CODES Outcomes
Analytic, Problem-solving, and Decision-making Skills	Category 2: Critical & Creative Thinking Category 5: Information Literacy Category 7: Skills for Lifelong Learning Category 9: Problem-Solving Category 10: Quantitative Literacy Category 11: Reading
Oral and Written Communication Skills	Category 8: Oral Communication Category 13: Written Communication
Foundation in Liberal Arts and Sciences	Category 2: Critical & Creative Thinking Category 3: Ethical Reasoning Category 4: Global Learning Category 6: Intercultural Knowledge and Competence Category 9: Problem-Solving
Value of Diversity	Category 1: Civic Engagement Category 4: Global Learning Category 6: Intercultural Knowledge and Competence Category 12: Collaboration
Scientific Literacy	Category 2: Critical & Creative Thinking Category 3: Ethical Reasoning Category 9: Problem-Solving
Ethics	Category 3: Ethical Reasoning

Appendix II. Chart of Learning Outcome at Specific Points in Program

Program Point	Procedure	Outcomes
All research team courses	Faculty assess performance and ePortfolios holistically using program rubric at end of each course.	All outcomes
CODE 121 (Yr 1, 1 st sem.)	Faculty assess performance and ePortfolios holistically using program rubric at course's end.	2. Critical and Creative Thinking 5. Informational Literacy outcomes 6. Intercultural Knowledge & Competence 7. Skills for Lifelong Learning 8. Oral Communication 9. Problem Solving 11. Reading 12. Collaboration 13. Written Communication
CODE 123 (Yr 1, 2 nd sem.)	Faculty assess performance and ePortfolios holistically using program rubric at course's end.	2. Critical and Creative Thinking 3. Ethical Reasoning 5. Informational Literacy 6. Intercultural Knowledge & Competence 7. Skills for Lifelong Learning 8. Oral Communication 9. Problem Solving 10. Quantitative Literacy 11. Reading 13. Written Communication
CODE 220 (Yr 2, 1 st sem)	Faculty assess performance and ePortfolios holistically using program rubric at course's end.	2. Critical and Creative Thinking 3. Ethical Reasoning 4. Global Learning 5. Informational Literacy 6. Intercultural Knowledge and Competence 7. Skills for Lifelong Learning 8. Oral Communication 9. Problem Solving 10. Quantitative Reasoning
Final Showcase Yr 2, 2nd sem	CODES faculty and Steering Committee members will complete showcase rubric at final student showcase.	7. Critical and Creative Thinking 8. Oral Communication 9. Problem Solving 13. Written Communication
Steering Committee: Yearly Meetings	Steering Committee scores a randomized selection of portfolios using program rubric.	All outcomes

Appendix III. Full Program Rubric

Student Learning Outcome	Capstone	Milestones		Benchmark
	4	3	2	1
1. Civic Engagement				
1.a Civic Contexts/ Structures	Demonstrates ability and commitment to work collaboratively across and within community contexts and structures.	Demonstrates ability and commitment to work actively within community contexts and structures.	Identifies intentional ways to participate in community contexts and structures.	Experiments with community contexts and structures.
1.b Analysis of Knowledge	Connects and extends knowledge from academic study to civic engagement.	Makes connections between academic study and civic engagement.	Begins to connect academic study to civic engagement.	Begins to identify how academic study is relevant to civic engagement.
1.c Civic Action and Reflection	Demonstrates experience and shows leadership initiative accompanied by reflective analyses.	Demonstrates independent experience and reflects on the aims of their actions.	Has participated in civically focused actions and begins to reflect on how actions may benefit communities.	Has experimented with some civic activities but shows little internalized understanding of their aims or effects.
2. Critical and Creative Thinking				
2.a Influence of Context and Assumptions	Systematically analyzes own and others' assumptions and relevant context to develop logical plans and solve problems.	Identifies own and others' assumptions and relevant context to develop logical plans and solve problems.	Questions some assumptions, identifies relevant context. May be more aware of others' assumptions than one's own.	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Identifies some context.
2.b Taking Risks	Actively seeks out and follows through on untested approaches.	Incorporates new approaches.	Considers new approaches.	Stays within assignment guidelines.
2.c Synthesizing & Transforming	Transforms ideas or solutions into entirely new forms.	Synthesizes ideas or solutions into a coherent whole.	Connects ideas or solutions in new ways.	Recognizes existing connections among ideas or solutions.
3. Ethical Reasoning				
3.a Ethical Self-Awareness	Analyzes core beliefs and their origins and discusses them with depth.	Discusses core beliefs and their origins.	Identifies core beliefs and their origins.	Has trouble identifying core beliefs and their origins.
3.b Ethical Issue Recognition	Recognizes and addresses multilayered context of ethical issues.	Recognizes multilayered context of ethical issues.	Recognizes ethical issues and begins to grasp their multilayered context.	Recognize basic and obvious ethical issues but fails to grasp complexity.
3.c Application of Ethical Concepts	Applies ethical concepts considering full implications.	Applies ethical concepts, but does not fully consider implications.	Applies ethical concepts inaccurately or without considering implications.	Applies ethical concepts inaccurately and without considering implications.
4. Global Learning				
4.a Perspective Taking	Adapts and synthesizes several perspectives with conflicting positions.	Synthesizes some perspectives when investigating complex issues.	Explains multiple perspectives when exploring complex issues.	Identifies multiple perspectives while maintaining one's own value preference.
4.b Understanding Global Systems	Uses deep knowledge of global systems, including their historic and contemporary interconnections to develop informed, appropriate action to complex problems.	Analyzes major elements of global systems, including their historic and contemporary interconnections to pose solutions to complex problems.	Examines major elements of global systems, including their historic and contemporary interconnections.	Identifies the role of some global and local institutions, ideas, and processes.
4.c Applying Knowledge to Contemporary Global Contexts	Applies diverse knowledge and skills to implement sophisticated, workable solutions to complex global problems.	Evaluates complex solutions to global challenges appropriate to their context.	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives.	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

5. Information Literacy				
5.a Define Scope	Effectively defines research scope and fully determines key concepts.	Defines research scope and determines concepts.	Defines research scope incompletely or minimally determines concepts.	Has difficulty defining research scope or determining concepts.
5.b Access the Needed Information	Accesses information using well-designed strategies, resulting in useful sources with attention to relevance, currency, authority, audience, and point of view.	Accesses information using multiple strategies, resulting in sources with attention to relevance, currency, authority, audience, and point of view.	Accesses information using simple strategies resulting in sources limited by variation and quality.	Accesses information randomly, resulting in sources that lack relevance and quality.
5.c Access and Use Information Ethically and Legally	Correctly use all following strategies: citations and references; quoting or paraphrasing; using information true to context; distinguishing between common knowledge and ideas needing attribution; demonstrating understanding of ethical and legal restrictions on information use.	Correctly use three of following strategies: citations and references; quoting or paraphrasing; using information true to context; distinguishing between common knowledge and ideas needing attribution; demonstrating understanding of ethical and legal restrictions on information use.	Correctly use two of following strategies: citations and references; quoting or paraphrasing; using information true to context; distinguishing between common knowledge and ideas needing attribution; demonstrating understanding of ethical and legal restrictions on information use.	Correctly use one of following strategies: citations and references; quoting or paraphrasing; using information true to context; distinguishing between common knowledge and ideas needing attribution; demonstrating understanding of ethical and legal restrictions on information use.
6. Intercultural Knowledge and Competence				
6.a Cultural Self-Awareness	Articulates insights into own cultural rules and biases (seeks complexity; recognizes and responds to biases).	Recognizes own cultural rules and biases (not looking for sameness; comfortable with complexities of new perspectives).	Identifies own cultural rules and biases (maintains a preference for rules shared with own cultural group).	Shows minimal awareness of own cultural rules and biases (uncomfortable with identifying cultural differences).
6.b Knowledge of Cultural Worldview Frameworks	Demonstrates sophisticated understanding of another culture in relation to history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of another culture in relation to history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of another culture in relation to history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of another culture in relation to history, values, politics, communication styles, economy, or beliefs and practices.
6.c Cultural Openness	Sustains interactions with culturally different others, suspending judgment.	Initiates interactions with culturally different others, avoiding judgment.	Expresses openness to interacting with culturally different others.	Limited interest in culturally different others, unaware of judgment.
7. Skills for Lifelong Learning				
7.a Curiosity	Explores a topic in depth, yielding a rich awareness and intense interest.	Explores a topic in depth, yielding insight and interest.	Explores a topic arriving at occasional insight and some interest.	Explores a topic at surface level, resulting in limited insight or interest.
7.b Initiative	Excels at work and pursues opportunities to expand knowledge, skills, and abilities.	Completes work and opportunities to expand knowledge, skills, and abilities.	Completes work.	Completes most work.
7.c Reflection	Reviews prior learning to reveal new perspectives and opportunities for growth.	Reviews prior learning to reveal clarified meanings and broader perspectives.	Reviews prior learning to begin to consider their meaning.	Reviews prior learning at a surface level.
8. Oral Communication				
8.a Organization	Organizational strategies are consistently skillful and support a cohesive argument.	Organizational strategies are skillful and cohesive.	Organizational strategies are present but not fully supportive of content.	Organizational strategy are not observable.
8.b Delivery	Speaker appears polished and confident, with compelling delivery techniques.	Speaker appears comfortable; uses delivery techniques to create interest.	Speaker appears tentative; uses delivery techniques to make presentation clear.	Speaker appears uncomfortable, and delivery techniques detract from clarity.
8.c Central Message	Central message is compelling, precisely stated, and strongly supported.	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not fully supported.	Central message can be deduced but is not explicitly stated.
9. Problem Solving				
9.a Defining Problems	Constructs comprehensive problem statements with full supporting evidence.	Constructs problem statements with evidence of most relevant factors.	Constructs incomplete problem statements with some evidence.	Offers limited attempts to identify problems or provide evidence.

9.b Identify Strategies	Identifies multiple approaches for solving problems applicable to a specific context.	Identifies some approaches for solving problems applicable to a specific context.	Identifies a single approach for solving problems that applies to context.	Identifies few approaches to solving problems with minimal ties to context.
9.c Implement Solution	Implements solutions to address multiple factors thoroughly and deeply.	Implements solutions to address multiple factors of problem in a surface manner.	Implements solutions to address problem statement but ignores relevant factors.	Implements solutions that does not address problem statement.
10. Quantitative Literacy				
10.a Representation (i.e., equations, graphs, diagrams, tables, words).	Skillfully converts relevant information into insightful mathematical portrayals that contribute to deeper understanding	Competently converts relevant information into an appropriate and accurate mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.
10.b Application/Analysis	Uses quantitative analysis of data to draw deep and insightful conclusions.	Uses quantitative analysis of data to draw competent, qualified conclusions.	Uses quantitative analysis of data to draw basic conclusions.	Uses quantitative analysis of data to draw limited or unfounded conclusions.
10.c Communication	Presents quantitative information effectively and fully explains connection to argument.	Presents quantitative information but does not use an effective format or has trouble making connections to argument.	Uses quantitative information but does not effectively connect it to argument.	Does not provide adequate quantitative evidence in support of argument.
11. Reading				
11.a Comprehension	Recognizes possible implications of contexts, perspectives, or issues beyond the assigned task and author's message.	Uses text, background knowledge, and/or specific knowledge of context to draw inferences about author's message.	Evaluates how textual features contribute to the message; draws basic inferences about context and purpose.	Understand vocabulary well enough to paraphrase or summarize information.
11.b Genres	Identifies texts by genre, monitoring and adjusting reading strategies and expectations based on generic nuances.	Articulates distinctions among genres and their characteristic conventions.	Reflects on reading across a variety of genres but may not articulate differences or appropriately adjust strategies.	Applies tacit genre knowledge to a variety of genres in productive, if unreflective, ways.
11.c Interpretation	Reads by using an appropriate lens and can engage in a continuing dialogue within and beyond a specific discipline.	Articulates an understanding of multiple ways of reading and uses a range of interpretive strategies.	Chooses among interpretive strategies depending on purpose of the reading.	Can identify purpose(s) for reading, relying on an external authority such as an instructor for clarification.
12. Collaboration				
12.a Contributes to Collaborative Meetings	Helps the team move forward by articulating the merits of alternative ideas.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance work of the group.	Shares ideas but does not advance work of the group.
12.b Facilitates the Contributions of Others	Engages team members to facilitate their contributions by constructively building upon and synthesizing their contributions.	Begins to engage team by constructively building upon or synthesizing their contributions.	Restates the views of other team members or asks questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
12.c Individual Contributions	Completes all tasks thoroughly and on time to advance project and support team.	Completes all tasks by deadline and works with partners to advance project.	Completes all tasks with care by deadline, but may not fully support team.	Completes all tasks by deadline.
13. Written Communication				
13.a Context of and Purpose for Writing	Expertly applies thorough understanding of context, audience, and purpose.	Demonstrates adequate consideration of context, audience, and purpose.	Demonstrates awareness of context, audience, purpose.	Demonstrates minimal attention to context, audience, purpose.
13.b Content Development	Uses appropriate, relevant, compelling content to illustrate mastery of subject.	Uses appropriate, relevant, compelling content to explore ideas within context.	Uses appropriate and relevant content to develop and explore ideas	Uses appropriate and relevant content to develop simple ideas.
13.c Control of Syntax and Mechanics	Uses language to skillfully communicate meaning with clarity and fluency.	Uses clear language that generally conveys meaning with few errors.	Uses language that conveys meaning but includes some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Appendix IV. Showcase Rubric

Student Learning Outcome	Capstone	Milestones		Benchmark
Intercultural Knowledge and Competence				
6.a Cultural Self-Awareness	Articulates insights into own cultural rules and biases (seeks complexity; recognizes and responds to biases).	Recognizes own cultural rules and biases (not looking for sameness; comfortable with complexities of new perspectives).	Identifies own cultural rules and biases (maintains a preference for rules shared with own cultural group).	Shows minimal awareness of own cultural rules and biases (uncomfortable with identifying cultural differences).
6.b Knowledge of Cultural Worldview Frameworks	Demonstrates sophisticated understanding of another culture in relation to history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of another culture in relation to history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of another culture in relation to history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of another culture in relation to history, values, politics, communication styles, economy, or beliefs and practices.
6.c Cultural Openness	Sustains interactions with culturally different others, suspending judgment.	Initiates interactions with culturally different others, avoiding judgment.	Expresses openness to interacting with culturally different others.	Limited interest in culturally different others, unaware of judgment.
Oral Communication				
8.a Organization	Organizational strategies are consistently skillful and support a cohesive argument.	Organizational strategies are skillful and cohesive.	Organizational strategies are present but not fully supportive of content.	Organizational strategy are not observable.
8.b Delivery	Speaker appears polished and confident, with compelling delivery techniques.	Speaker appears comfortable; uses delivery techniques to create interest.	Speaker appears tentative; uses delivery techniques to make presentation clear.	Speaker appears uncomfortable, and delivery techniques detract from clarity.
8.c Central Message	Central message is compelling, precisely stated, and strongly supported.	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not fully supported.	Central message can be deduced but is not explicitly stated.
Problem Solving				
9.a Defining Problems	Constructs comprehensive problem statements with full supporting evidence.	Constructs problem statements with evidence of most relevant factors.	Constructs incomplete problem statements with some evidence.	Offers limited attempts to identify problems or provide evidence.
9.b Identify Strategies	Identifies multiple approaches for solving problems applicable to a specific context.	Identifies some approaches for solving problems applicable to a specific context.	Identifies a single approach for solving problems that applies to context.	Identifies few approaches to solving problems with minimal ties to context.
9.c Implement Solution	Implements solutions to address multiple factors thoroughly and deeply.	Implements solutions to address multiple factors of problem in a surface manner.	Implements solutions to address problem statement but ignores relevant factors.	Implements solutions that does not address problem statement.
Written Communication				
13.a Context of and Purpose for Writing	Expertly applies thorough understanding of context, audience, and purpose.	Demonstrates adequate consideration of context, audience, and purpose.	Demonstrates awareness of context, audience, purpose.	Demonstrates minimal attention to context, audience, purpose.
13.b Content Development	Uses appropriate, relevant, compelling content to illustrate mastery of subject.	Uses appropriate, relevant, compelling content to explore ideas within context.	Uses appropriate and relevant content to develop and explore ideas	Uses appropriate and relevant content to develop simple ideas.
13.c Control of Syntax and Mechanics	Uses language to skillfully communicate meaning with clarity and fluency.	Uses clear language that generally conveys meaning with few errors.	Uses language that conveys meaning but includes some errors.	Uses language that sometimes impedes meaning because of errors in usage.

