

102/103 SLO Assessment Rubric

	Pass	No Pass
Thesis	<ul style="list-style-type: none"> The writer asserts a clear position that is easy for a reader to identify. The focus and scope of the thesis is appropriate for the length of the essay assignment. 	<ul style="list-style-type: none"> The writer does not take a clear position, or the position taken is difficult for a reader to identify. The focus of the thesis may be too broad or too narrow for the length of the essay assignment.
Evidence/Support	<ul style="list-style-type: none"> The evidence presented is specific, relevant, and sufficient to support the thesis. The evidence included in the essay demonstrates the writer's ability to evaluate the validity and appropriateness of sources for a given assignment. 	<ul style="list-style-type: none"> The evidence provided is not sufficient to support the thesis. The evidence may be vague, unreliable, irrelevant, or inappropriate for the assignment.
Organization/Logic	<ul style="list-style-type: none"> The organization of ideas into paragraphs demonstrates coherent and logical thinking, and smooth transitions connect ideas. The writer provides appropriate closure to the essay. 	<ul style="list-style-type: none"> The organization of ideas into paragraphs does not result in clear main points or reasons in support of the thesis, making the logic of the essay difficult for a reader to follow. Often, there is no apparent connection between ideas. The essay may draw inappropriate conclusions based on the evidence provided.
MLA Style	<ul style="list-style-type: none"> The essay demonstrates mastery of MLA Style citations and document format with only limited minor errors. 	<ul style="list-style-type: none"> The essay contains multiple serious errors in the use of MLA Style citations and/or document format
Grammar and Style	<ul style="list-style-type: none"> Minimal grammatical errors do not distract from the content of the essay, and the writer demonstrates appropriate tone and word choice for academic discourse. 	<ul style="list-style-type: none"> Multiple or serious grammatical errors may distract from the content of the essay or the essay may have inappropriate tone or word choice for academic discourse.

Overall Assessment Standards:

Pass = Meets passing standards in all five categories

Marginal Pass = Meets passing standards for four of the five categories

No Pass = Does not meet passing standards in at least two of the five categories

AMERICAN INSTITUTION ISLO RUBRIC

ISLO: Trace and analyze the historical development of American institutions and ideals and the operation of representative democratic government.

	Pass	Not Pass
Define/Describe an American Institution	Accurate and Complete	Inaccurate or Incomplete
Historical Development	Accurately trace history of selected American Institution	Does not accurately trace history of American Institution
Representative Democratic Government	Clearly explains purpose, function and role of Representative Government	Does not clearly explain purpose, function and role of Representative Government

1. Topic must be an American institution or ideal – Students asked to explain and define it
2. Assignment must ask students to show how American institutions or ideals changed over time
3. Assignment asks students to show purpose, function and role of Representative Democratic Government

Essay Example: Describe and analyze the purpose, role and function of the Federal Reserve Bank and its impact in U.S. history