General Education Competency Assessment Report for Blue Ridge Community College 2019-2020: Written Communication and Civic Engagement

This assessment report is to fulfill the State Council for Higher Education in Virginia's Policy on Student Learning Assessment and Quality in Undergraduate Education.

General Education Philosophy at BRCC

Blue Ridge Community College's general education offerings intentionally strive to develop a liberal arts perspective. The program exposes students to a broad body of knowledge of the major social, cultural, historical, and scientific forces that have shaped human identity and the world. General education enables students to integrate knowledge to address fundamental questions about the nature of the world and its inhabitants. Blue Ridge Community College believes general education is an important component for all students whether they are going immediately into the workforce or continuing their education.

The implementation of general education differs depending upon the type of associate degree that students are interested in pursuing. In the associate of applied science degree programs, faculty employ general education courses to introduce students to the concept of a liberal education while simultaneously striving to help students integrate knowledge and apply broad academic concepts in a practical manner in the world of work. In comprehensive transfer degree programs (A.A.&S. and A.S. degrees) faculty not only introduce the liberal arts perspective but also strive to provide a depth to general knowledge that prepares students for upper-level educational experiences at the bachelor's degree level and beyond. In transfer programs, faculty strive to help students integrate the interdisciplinary nature of theoretical concepts and reveal how historical, philosophical, cultural and other academic concepts influence human interactions.

As a part of the Virginia Community College System (VCCS), Blue Ridge Community College adheres to the VCCS General Education Policy (5.0.2.0) in selecting and defining general education competencies. The General Education Policy states that "upon completion of the associate degree, Virginia Community College System graduates will have achieved competency in 1) civic engagement, 2) critical thinking, 3) professional readiness, 4) quantitative literacy, 5) scientific literacy, and 6) written communication." The competencies are defined (VCCS Policy 5.0.2.1) as follows:

Civic Engagement is the ability to contribute to the civic life and well-being of local, national, and global communities as both a social responsibility and a life-long learning process. Degree graduates will demonstrate the knowledge and civic values necessary to become informed and contributing participants in a democratic society.

Critical Thinking is the ability to use information, ideas and arguments from relevant perspectives to make sense of complex issues and solve problems. Degree graduates will locate, evaluate, interpret, and combine information to reach well-reasoned conclusions or solutions.

Professional Readiness is the ability to work well with others and display situationally and culturally appropriate demeanor and behavior. Degree graduates will demonstrate skills important for successful transition into the workplace and pursuit of further education.

Quantitative Literacy is the ability to perform accurate calculations, interpret quantitative information, apply and analyze relevant numerical data, and use results to support conclusions. Degree graduates will calculate, interpret, and use numerical and quantitative information in a variety of settings.

Scientific Literacy is the ability to apply the scientific method and related concepts and principles to make informed decisions and engage with issues related to the natural, physical, and social world. Degree graduates will recognize and know how to use the scientific method, and to evaluate empirical information.

Written Communication is the ability to develop, convey, and exchange ideas in writing, as appropriate to a given context and audience. Degree graduates will express themselves effectively in a variety of written forms.

Furthermore, BRCC complies with the VCCS General Education Policy by assessing each of the six competency areas outlined above in accordance with SACSCOC accreditation standards and SCHEV policy.

General Education Assessment Schedule

BRCC assesses the general education competencies on a three year cycle. Within the first three year period, each competency will be assessed either directly or indirectly. The following three year period, or cycle 2, each competency will be assessed on the level they were not previously assessed. The chart below demonstrates how alternating assessments will occur for each competency.

Table 1	Cycle 1			Cycle 2		
Competency	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Written Communication	Direct			Indirect (VPT)		
Civic Engagement	Indirect (PSRI)			Direct		
Quantitative Literacy		Direct			Indirect (QR)	
Scientific Literacy		Indirect (SR)			Direct	
Professional Readiness			Direct			Indirect (PSRI)
Critical Thinking			Indirect (TER)			Direct

Specifics for indirect and direct assessments including the measurement tool for each competency are outlined under each competency separately.

Direct assessment of general education competencies is performed on student work drawn from course assignments. We have two different procedures at work:

(1) For our Occupational/Technical (A.A.S.) programs, we ask each year that as part of the program's overall General Education assessment strategy, they perform a course-embedded assessment of the highlighted competency for that year. For this report, all A.A.S. program heads were asked to identify a program course for 2019-20 in which they would assess the Written Communication competency using student work in that course.

(2) For our Transfer (A.A.& S. and A.S.) programs, it is more difficult to pin down specific courses that are representative of "the program," as students seeking to transfer may be in any of several hundred courses fulfilling either General Education or transfer elective requirements. We have instead developed a system to promote General Education assessment within General Education coursework based on the distribution requirements within the A.A.&S. and A.S. degrees. As part of this system, we assess across all the competencies every year; for the purposes of reporting, we will document activities supporting the themed competency since the last report. This report will include assessment data form 2017-18 (pilot year), 2018-19, and 2019-20.

Both processes will be described in detail below. As the BRCC assessment team developed a strategy for General Education assessment, we focused first on building a process that directly engaged faculty, tied General Education assessment to classroom delivery and assignment design, and presented assessment results in a way that offered a framework for improvement.

Competency: Written Communication

Written Communication is the ability to develop, convey, and exchange ideas in writing, as appropriate to a given context and audience.

For direct assessment of student work, BRCC has designated five measurable outcomes under Written Communication:

WC1: Demonstrate proper use of terminology, notation, and/or written conventions used in the field of study.

WC2: Produce substantially error-free prose in response to writing assignments.

WC3: Understand and interpret complex materials.

WC4: Assimilate and organize content in order to develop and present an idea.

WC5: Avoid plagiarism by appropriately incorporating and citing source information for an academic project, paper or performance.

The assessment rubrics for each outcome are included in Appendix A. Outcomes and rubrics were chosen, developed, and approved by faculty across all disciplines as part of a year long process, and continue to be revised and updated. Multiple sources were considered and adapted, including the existing set of VCCS Communication outcomes prior to the revision. Rubric statements are modeled after the AAC&U Written Communication VALUE Rubric and borrow heavily from that source but have been significantly modified to better align with our assessment structure.

General Education assessment within General Education coursework: the role of the General Education Clusters

The cluster model of General Education assessment was created at BRCC to address specific identified weaknesses in the then- existing assessment process. Administration of graduation assessments across the College each year suffered from a lack of specific results, leading to little "faculty buy-in." Faculty were presented with the results each year and asked to develop some scheme for improvement based on the results, yet the results had little to no connection to the one area faculty specifically have the power to change: how they present and assess the material within their own classrooms. Working under the standing BRCC Research and Assessment Committee, a group of faculty and assessment personnel began to investigate other models of assessment. The work was supported in part by a grant from Lumina to investigate an assessment framework titled the Degree Qualifications Profile (DQP), which in turn connected the group to the content and ideas promoted by the National Institute of Learning Outcomes Assessment (NILOA) and the AAC&U. The core curriculum structure used by our major transfer partner and partner in the Lumina grant, James Madison University (JMU), also had a part in the design; JMU presents its core distribution requirements as clusters, and associates student learning outcomes with each cluster of requirements.

BRCC adopted a general education assessment approach based on content, or cluster areas aligned with the distribution requirements for General Education within the VCCS. The cluster areas for assessment purposes are as follows:

- English composition and literature
- Fine arts and humanities
- Mathematics
- Science
- History and social sciences

Each cluster area was assigned a leader. This leader is a faculty member responsible for coordinating the assessment of general education competencies in courses in their cluster. The General Education Assessment Coordinator is a faculty member responsible for overall direction of assessment activities and supports the work of each cluster leader. Cluster leaders and the General Education Assessment Coordinator meet weekly throughout the academic year, and the group functions collectively as the general education assessment team and performs the scoring of artifacts across all clusters. Representatives from the Office of Institutional Research and Effectiveness also attend these weekly meetings and participate in scoring and other activities.

In the first stage of designing the process, each cluster leader worked with the faculty to determine just what those common themes were for their cluster. Each cluster decided on a set of outcomes that could be found and assessed within their courses. The current association of clusters and outcomes is provided in Appendix B.

The procedure for assessing the competencies in general education courses is well established. Based on the schedule of general education assessments (Table 1), and the identified objective to be assessed by direct methods in the academic year, the group selects courses for initial assessment at the beginning of the academic year. Each cluster lead reaches out to the faculty teaching that course and works with them to determine an appropriate artifact for assessment that demonstrates some of the outcomes

associated with that cluster. Faculty may also ask to have outcomes assessed that are not usually under that cluster if the information will be helpful. AAC&U style rubrics for each outcome exist (the group maintains a "rubric cookbook" which is updated every year) and are written broadly enough to be applicable to various artifacts. Then, the cluster leader works with the teaching faculty to determine criteria as to how the general rubric applies to the specifics of the assignment, and what in particular the assessment team should be looking for.

For smaller courses with only one or two sections, the team will simply score all the work from that course. For larger multi-section courses, the coordinator generates random samples of at least 60 students. All sections are incorporated into the assessment process, including those taught as Dual Enrollment sections in our local high schools. The cluster leads work with the course faculty to collect the artifacts. The leader invites faculty to attend a meeting to describe the assignment and content necessary for the group to accurately assess the student work; if the course faculty are not available in person, they will have filled out a cover sheet and spoken with their lead to communicate the information.

Immediately following the presentation on the assignment, the assessment team norms by assessing four sample student artifacts and discussing. Each leader is assigned a selection of student work to rubric on their own, and each work will have at least three team members scoring it. After scoring is completed, the group discusses observations and notes strengths and weaknesses and possibilities for improving student performance. The cluster leaders share the initial assessment report with the course faculty and ask them to pick one thing to work on for the following year and come up with an action plan. Action plans have included revising existing assignments, creating new assignments to better align with outcomes, and creating new course activities to better support assignments.

In the following year, the courses go through a second round of assessment to see if changes in student performance have occurred after the action plan has been implemented. A comparable selection of student work is taken for scoring, and at the end of the process, the course faculty receive a detailed report of the whole two year process from start to finish. After the initial year, we have had two sets of course in play each year – one set entering the initial assessment phase and another in the follow-up phase.

At least one competency will be assessed each year, but there is no set schedule for when assessment of each competency at the general education course level will take place. We assess multiple competencies each year in various general education courses.

Assessment results for Written Communication within the General Education Clusters (AY 2017-18, 2018-19, 2019-20)

We began piloting our new process the year before the SCHEV/VCCS changes to General Education were formally adopted. At this point, we were aware in the broad sense of what the upcoming changes would be and determined that many of our existing Written Communication outcomes would remain suitable, leading to our choice of this competency for our first report. Much thought and discussion went into how we would report on our activities at the institutional level. Part of the challenge is that our approach for this piece of General Education assessment does not fit the "this year we do this competency" model, but this is resolved by aggregating results over the multi-year period leading up to the report.

Aggregating the results also addresses another concern. In recognition of our small size and the resulting possible "N", to ensure a high level of faculty participation, and to generate honest and open discussion with faculty about their assignment and course strategies, we have promised a level of anonymity in public-facing reporting. While course faculty are provided with precise scores and detailed feedback, we will not separate scores for individual courses. The following is a combined score report for all courses that chose at least one Written Communication outcome for assessment on student work products over the reporting period.

	n	mean	SD
WC1	129	2.14	1.03
WC2	48	2.26	0.72
WC3	48	2.14	0.64
WC4	48	2.30	0.86
WC5	74	2.08	0.72

Disciplines which contributed student work

Chemistry	$n = 57 \ (32.2\%)$
English	$n = 74 \ (41.8\%)$
Mathematics	$n = 46 \ (26.0\%)$
	$n = 177$

Written Communication in General Education Coursework
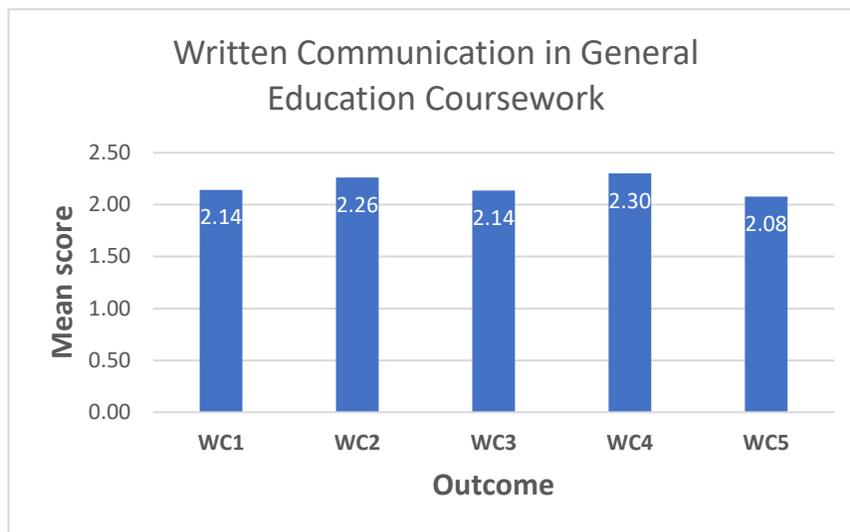
On average, scores are in the "developing" range, indicating that the students are performing adequately and with few errors in written work.

We then asked participating faculty for their permission to include their work as highlights to offer a better sense of what the assessment process provides for them.

Highlight: Written Communication in English Composition

ENG 111 (College Composition I) was part of the first pilot group for our new assessment process. As noted above, the outcomes associated with each cluster are not limited to a single area, and English Composition owns outcomes in both Written Communication and Critical Thinking. For the initial assessment, ENG 111 faculty chose their final research paper assignment as the assessment artifact, and the assessment team used rubrics for the outcomes in both groups. The key finding was that the Written Communication outcomes were *not* the weak area, and that the lowest scored outcome was CTI: "Evaluate evidence to determine its credibility in supporting inferences or arguments." After discussing

the results, English faculty chose to follow up by creating a new activity that addressed the Critical Thinking outcome, the results of which will be detailed in the year for the Critical Thinking competency. Through the assessment process, English department faculty were able to see that the students were on track with their Written Communication skills and determine how to best direct their attention and resources to areas where the students were struggling.

Highlight: Written Communication in College Chemistry

For our pilot of course-embedded assessment of General Education Outcomes, we selected, where possible, courses that were taught by the Cluster Lead for each Cluster. This guaranteed familiarity with the material, and "faculty buy-in" from at least one participating faculty member. CHM 101 allowed us to experiment with various strategies – all sections of the course are taught by the lead for the Natural Science Cluster, and this simplified the process considerably as we always had artifacts on hand quickly and could give ideas a trial run. Working with these sections has also helped us to assess the overall assessment process.

After the initial assessment on CHM 101 lab reports, the instructor reviewed the feedback and decided to introduce scaffolding activities at the beginning of the semester including:

- Discussion of what constitutes useful observations.
- Student evaluation of sample observations/conclusions.
- Practice exercises involving making observations and using those observations to make conclusions.

Also, "proper use of terminology and/or written conventions used in the field of study" was added to the grading rubric for lab reports, making expectations clear to students.

As the assessment team scored the second round of lab reports, the perception was that things had improved – specific errors in usage that had previously been flagged seemed to be in evidence less often, and the instructor was able to identify that the percentage of students who had made a particular terminology error had dropped from 50% to 20%. However, the mean score for WC1 was lower than the previous year. The assessment team took a closer look at the apparent discrepancy and discovered the cause.

In the first round of assessing, the team was just beginning to study and work with rubric based assessment. They had performed calibration exercises in various combinations and found at the time a high degree of agreement (inter-rater reliability) as expected. What they had not anticipated was a shift over time: as the team worked with the rubrics, they gained a better sense of the distinction between assessment score and assignment grade and were getting tougher with the scoring. After reviewing the results of the Fall 2018 assessment, the assessment returned to the set of labs gathered in Fall 2017 and re-scored them. The result was that now those scores were lower than before and the Fall 2018 performance was an improvement.

Written Communication within Career and Technical Programs

For the course embedded assessment of Written Communication within the Career (Occupational) and Technical education program, we asked program faculty to focus on two of the Written Communication outcomes:

WC1: Demonstrate proper use of terminology, notation, and/or written conventions used in the field of study.

WC2: Produce substantially error-free prose in response to writing assignments.

At the beginning of Fall 2019, the General Education Assessment Coordinator and Assessment Coordinator held an in-person workshop for the heads of all the A.A.S. programs to introduce the idea of embedding General Education assessment within coursework in a way that could contribute to institutional assessment. Most of the programs already had well designed grading rubrics for student work that included items related to written communication competency, but all developed individually and with a variety of grading schemes. In the workshop, the faculty examined the WC1 and WC2 outcomes and rubrics and discussed the differences in approaching a shared assessment rubric in contrast to using their grading rubrics. Faculty were not asked to change their grading criteria or replace existing outcomes, but to also record scores for WC1 and WC2 and submit those results for a work in a designated course.

By the end of the session, each faculty member had identified the course in which the assessment would take place along with the assignment. At the end of the academic year, program faculty submitted their results and analysis. Again, due to the varied nature of the programs, the level of the course chosen, and the complexity of the assignment within the course, there is no value in using the data to compare programs to each other. The intent is that, looking across many students across many programs, we get a picture not only of student competency, but also the extent to which program faculty view their students as sufficiently prepared to function in a professional setting.

Assessment results for Written Communication within Career/Technical Education Programs (AY 2019-20)

The results of the assessment of both competencies is that the average score for all Career/Technical Education (CTE) programs that reported results on WC1 was 2.84 on a scale 0-4. The average score on WC2 was 2.88 on a scale 0-4.

Career/Technical Program Scores on WC 2
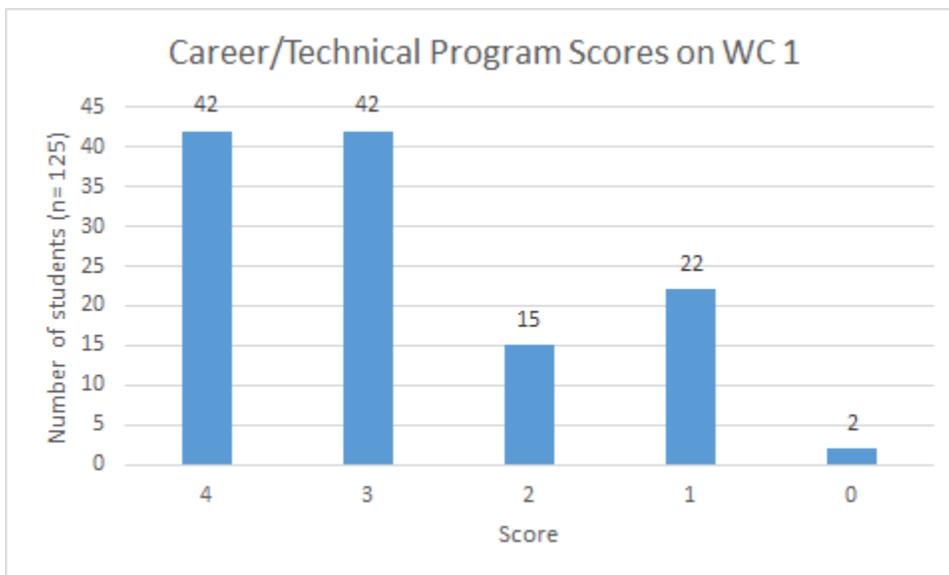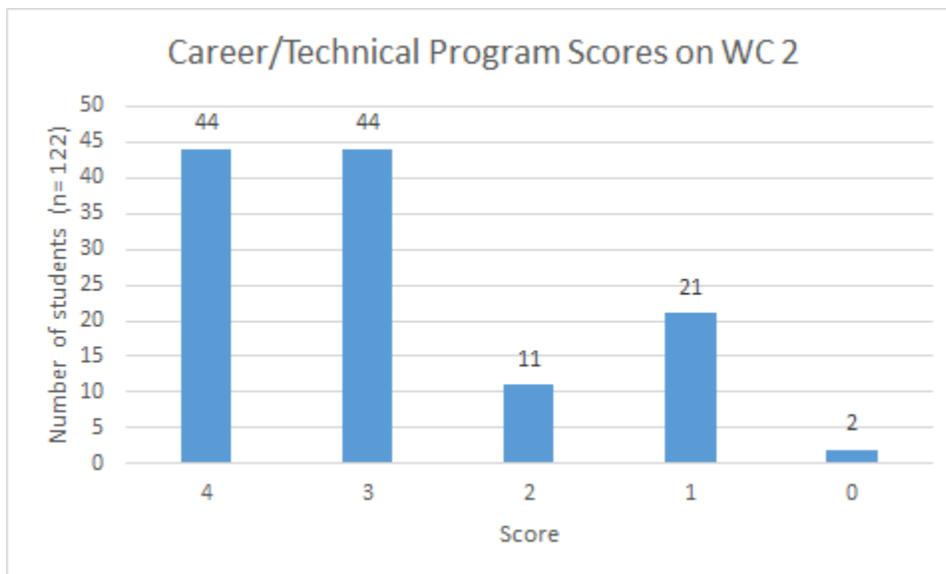
Scores skew higher for this portion of the assessment process, and care should be taken not to make comparisons to either the work done within the general education clusters or with national norms on similar AAC&U influenced assessments. Beyond the initial workshop, we did not spend time going deeply into the background of rubrics of this type or perform a calibration process with multiple raters; again, we focused on the question of "what is meaningful information in the setting." CTE faculty were asked to rate the quality of written work within the context of their discipline, where a "4" was an indicator that the student was writing fully at a professional level for their field and occupation and would perform well upon graduation. We found from the process and results that Career and Technical faculty assign complex and challenging written work to their students, and that overall, they are very satisfied with the student performance on this work.

Highlight: Written Communication in Nursing

Nursing students who were in their third semester of the nursing program were assigned a pathophysiology paper in their NSG 210 course. Students selected a disease or disorder to research. They wrote a paper on a pathophysiological disease or disorder of their choice that relates to either the adult or the child population. The assignment was an opportunity to explore a particular disease of interest. Paging through textbooks and exploring the conditions of clients in the clinical settings may have provided ideas for topics. Its purpose was to assess the students' understanding and demonstrate practical application of the pathophysiologic processes that occur in diseases.

Highlight: Written Communication in Veterinary Technology

Veterinary Technology used a technical writing assignment in the applied anesthesia and surgery class, VET 205. The students were expected to enter information into medical records in a complete, accurate, organized, concise manner. The students were provided instruction on medical recordkeeping in a first year, first semester class and the students were given opportunities in advance of this second-year assignment in other classes to practice, in addition to providing samples of appropriate entries. Faculty team-teach the assessment as the VET 205 course is taught both semesters with each faculty member teaching one semester.

Competency: Civic Engagement

Civic Engagement is the ability to contribute to the civic life and well-being of local, national, and global communities as both a social responsibility and a life-long learning process. Degree graduates will demonstrate the knowledge and civic values necessary to become informed and contributing participants in a democratic society.

Students will:

> CE1: Connect knowledge, facts, theories, etc. from course content to one's own participation in civic life, politics, government
> CE2: Identify how social movements and collective actions have created legislative action or social change
> CE3: Consider their own attitudes and beliefs in relation to the diversity of communities and cultures
> CE4: Construct and explore meaningful questions about diverse human experiences

Our goals for assessing civic engagement at BRCC were identified for both the indirect and direct assessment methods as identified in our assessment plan. We chose the Personal and Social Responsibility Inventory (PSRI) as our indirect method of assessing our chosen civic engagement competencies (Iowa State University, 2021). We worked with the PSRI vendor to identify selected scales that closely aligned with our objectives. The three areas that we chose as scales were the Competence for Civic Action, the General Climate for Ethical and Moral Reasoning, and the Global Perspective Inventory

Our goal for this indirect assessment was that students would score higher than previous administrations of the PSRI. Additionally, we wanted our students to meet or exceed the scores for the national benchmarks.

The PSRI, including the selected scales, was administered to students during the 2019-20 academic year as part of the graduation assessment required for all students graduating with an Associate's degree. The results of the 2019-20 administration of the PSRI are as follows and are broken down by the three subscales: Competence for Civic Action, the General Climate for Ethical and Moral Reasoning, and the Global Perspective Inventory.

The Competence for Civic Action subscale results:
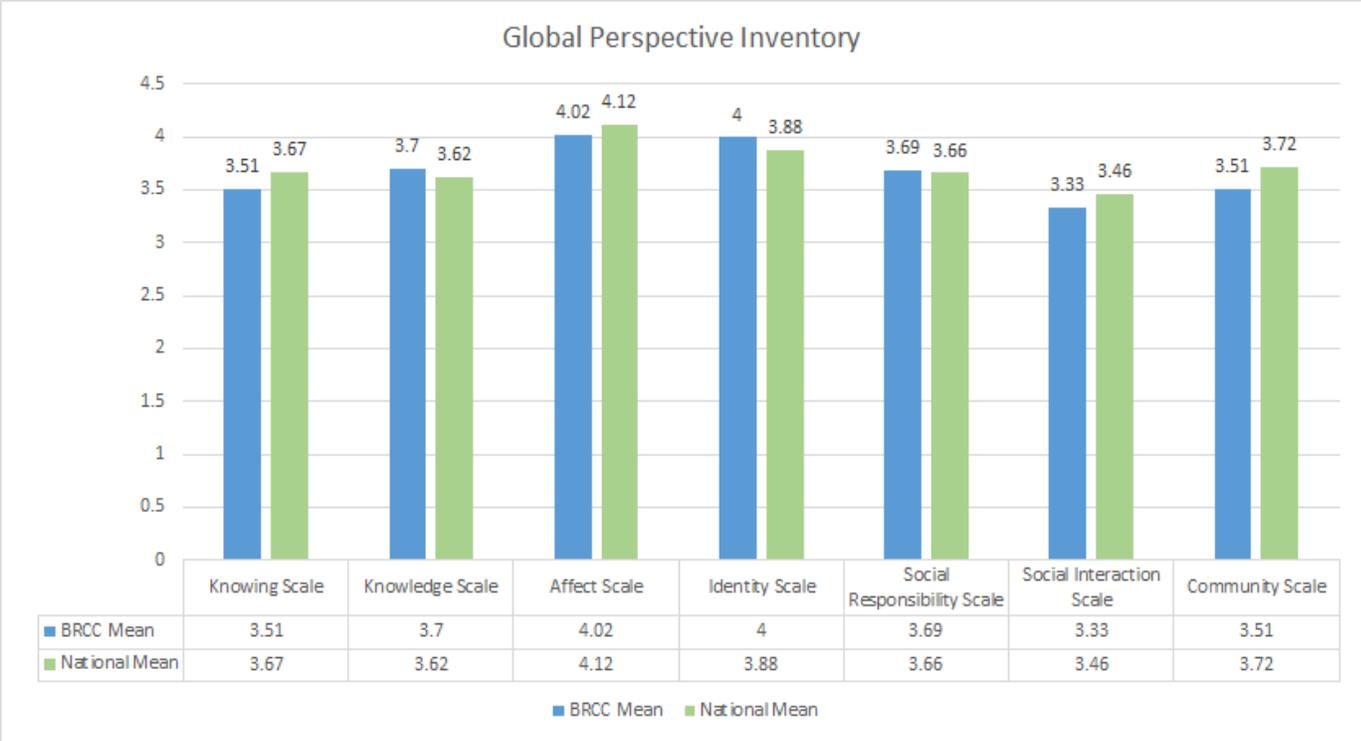
BRCC: 3.39 (mean)
National: 3.21 (mean)

The General Climate for Ethical and Moral Reasoning subscale results:

BRCC: 3.90 (mean)
National: 3.88 (mean)

The Global Perspective Inventory subscale results:

Global Perspective Inventory

	Knowing Scale	Knowledge Scale	Affect Scale	Identity Scale	Social Responsibility Scale	Social Interaction Scale	Community Scale
BRCC Mean	3.51	3.7	4.02	4	3.69	3.33	3.51
National Mean	3.67	3.62	4.12	3.88	3.66	3.46	3.72

When compared with the national mean, the results of the selected scales highlight some important characteristics of BRCC students. First, for both Competence for Civic Action and the General Climate for Ethical and Moral Reasoning, BRCC students scored better than the national mean. We achieved our goal for our students to score better than the national mean.

Second, the Global Perspective Inventory results were mixed: BRCC students scored higher than the national average in some areas and lower in others. BRCC students scored better in the following subscales: Knowledge, Identity, and Social Responsibility. BRCC students scored lower in the following subscales: Knowing, Affect, Social Interaction, and Community. A recommendation from these results is that BRCC should identify ways to improve student results in the subscale areas where the scores were lower than the national mean. One method for doing so is the continuation of the Blue Ridge Pass Program which is described next.

Special Project Results – The Blue Ridge Pass Program

BRCC enacted a special project to further the implementation of the civic engagement competency on campus. The program was named the Blue Ridge Pass and its goal was to create students who were better-informed and more engaged citizens through a deeper awareness of the Central Shenandoah Valley area. By connecting interactions with the community and the Blue Ridge campus to the student experience, BRCC anticipates that students will gain a richer understanding of this region and their place within the Blue Ridge community. Getting to know one's community leads to a deeper understanding of the area, which consequently will result in a stronger commitment to the region and ultimately culminate in a sense of responsibility to the community and its members. This is a perfect example of civic and community engagement. It is through this developed commitment that the Blue Ridge Pass connects directly to our mission to prepare our students to contribute to their community.

The program tracks student participation in community and campus based activities by using a points system to record and award students for being active members of the community.

The program moves students toward the following objectives:

- Demonstrates evidence of adjustment in attitudes and beliefs when working with others - promotes diversity
- Connects knowledge, facts, theories, etc. from course content to one's own participation in civic life, politics, government
- Demonstrates appreciation of the perspectives, feelings, or life experiences of others across multiple dimensions of difference
- Engages with others' perspectives and social identities with the goal of addressing one's own position
- Demonstrates awareness that every person is entitled to respect and has inherent value
- Demonstrates awareness of how personal actions influence a social issue

Blue Ridge Pass Results

- 387 students engaged in the Blue Ridge Pass Program
- Students earned 3,393 points during the fall semester
- 570 community participation points
- 628 internship points
- 20 job shadowing points
- 2175 volunteer points equaling BRCC students volunteering 435 times in the community
- 5906 internship hours were tracked
- 36 students earned a Blue Ridge Pass Gold Medallion
- 25 students earned a Blue Ridge Pass Silver Medallion

Highlight: Civic Engagement through Service to the Community – The Empty Bowl Dinner

Blue Ridge Community College is committed to encourage students to become involved in their community to address critical needs. The Empty Bowl Dinner is a civic engagement project which partners the college with the Blue Ridge Area Food Bank, an organization that provides meals to approximately 129,000 food challenged individuals. To educate the community about food insecurity while raising funds to help meet these needs 28 BRCC students donated over 140 hour to plan and offer the Empty Bowl Dinner. Students partnered with college faculty, staff, and their community to arrange the donation of 33 soups which were sold during the dinner raising $2,200 dollars. These funds were used by the Blue Ridge Area Food Bank to provide 8,800 meals to the food insecure. But not only did the students raise money, they used the event to educate the community on the face of hunger in the Shenandoah Valley region. This awareness could result in an increased number of volunteers to assist the Blue Ridge Area Food Bank or additional events to support this organization. Soup donations that were unsold at the end of the dinner were packaged and delivered to the Valley Mission of Staunton expanding the impact of the students' work by providing meals to the homeless staying at the shelter.

Highlight: Civic Engagement through Service to the Community – The GradClass/BRCC Volunteer Program:

Blue Ridge Community College partners with Rockingham County Public Schools to provide space and resources for the GradClass. The GradClass is a limited number of intellectually challenged students between the ages of 18 and 21, who have graduated from high school and elected to continue their education. Although not a formal class or program at BRCC, the GradClass students work to learn soft skills and work skills to assist them in preparing to become functioning members of the community. As part of a civic engagement initiative, Blue Ridge Community College students volunteer to assist the GradClass students in different programs, projects, and to learn different skills. Academic Year 2019-20 volunteer efforts centered on teaching GradClass students skills, including soft skills, cooking skills and home safety skills, which provide them more opportunity to become self-supporting and independent. Forty-two BRCC students volunteered over 898 hours to provide a variety of hands-on training workshops. Topics taught by BRCC volunteers included cooking simple meals, nutrition, simple home repair skills, how to dress for the workplace, and soft skills training. These workshops even included a mini-Chopped cooking contest where GradClass students demonstrated their newly mastered cooking skills to a panel of judges.

The BRCC-GradClass Volunteer program not only provided the intellectually challenged students the opportunity to learn valuable life skills but also the opportunity to work alongside their peers increasing their self-esteem and feelings of belongingness. In addition, BRCC student volunteers developed a greater understanding and feelings of empathy toward a population that is present in their community but greatly misunderstood.

Appendix A

Written Communication Rubrics

WC1: Demonstrate proper use of terminology, notation, and/or written conventions used in the field of study

	4 (Exemplary)	3 (Proficient)	2 (Developing)	1 (Emerging)	0 (Insufficient)
WC1: Demonstrate proper use of terminology, notation, and/or written conventions used in the field of study	Displays a sophisticated, professional level usage of the terms and conventions of the field in the context of a complex written work.	Uses terminology, notation, and/or written conventions that convey meaning to readers with clarity and is virtually error-free.	Uses terminology, notation, and/or written conventions to correctly convey meaning to readers with few errors.	Uses terminology, notation, and/or written conventions that generally convey meaning to readers, although writing may include some errors.	Does not attempt to use correct technical terms or conventions, or usage is so poor it is essentially incorrect or fails at communication.

WC2: Produce substantially error-free prose in response to writing assignments

	4 (Exemplary)	3 (Proficient)	2 (Developing)	1 (Emerging)	0 (Insufficient)

WC2: Produce substantially error-free prose in response to writing assignments	Uses language with great facility; in addition to be being error-free, language and phrasing choices are appropriately varied and complex enough to support a major written work.	Uses language that effectively communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that clearly conveys meaning to readers, and has few errors.	Uses language that generally conveys meaning to readers. Writing may include some errors, but it is still possible to determine the writer's intention.	Use of language and mechanics of writing are poor to the point that they impede meaning and fail to communicate.

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