<table>
<thead>
<tr>
<th>Attribute</th>
<th>Insufficient - 0 pts</th>
<th>Below Expectation - 1 pt</th>
<th>Satisfies Expectations - 2 pts</th>
<th>Exceeds Expectations - 3 pts</th>
</tr>
</thead>
</table>
| Argument/Point of View | ☐ Response is seriously flawed:  
- Failure to demonstrate a central argument or theme.  
- Responses lack clarity, are inconsistent and/or ramble without a consistent point of view and/or  
- The student did not answer all portions of the question  | ☐ Insufficiently answers some portions of the question.  
- Response is coherent but lacks depth or  
- Provides little support for central argument/theme | ☐ Adequately demonstrates a point of view.  
- Response is coherent and  
- Provides sufficient support for central argument/theme | ☐ Exceptional argument demonstration.  
- Provides a central theme and  
- Thoroughly demonstrates major and minor components of their point of view. |
| Knowledge of the System | ☐ Response is seriously flawed:  
- Does not demonstrate critical thinking skills as it pertains to the system,  
- Presents substantive misstatement of fact that demonstrates clear lack of understanding of relevant concept,  
- Response provides less than adequate scope, and/or  
- Fails to address the system components of the question. | ☐ Response is insufficient:  
- Demonstrates limited critical thinking skills as it pertains to the system as a whole,  
- Makes limited and insufficient connections between institutions in the system  
- Response is narrow in scope  
- Answers the system components of the question but lacks depth in several areas. | ☐ Response is adequate:  
- Demonstrates adequate critical thinking skills as it pertains to the system,  
- Understands the interconnections of institutions in the system  
- Addresses all system components but may describe some better than others  
- Answers the system components in sufficient depth. | ☐ Response is exceptional:  
- Demonstrates substantial critical thinking skills as it pertains to the system,  
- Addresses the interconnections within the system in detail  
- Addresses all system components broadly  
- Answers all of the system components concisely and displays substantial depth. |
| Sub-Area Knowledge | ☐ Response is seriously flawed:  
- Does not demonstrate critical thinking skills as it pertains to the selected sub-area,  
- Presents substantive misstatement of fact that demonstrates clear lack of understanding of relevant concept,  
- Response is too broad in scope, and/or  
- Fails to address the sub-area components of the question. | ☐ Response is insufficient:  
- Demonstrates limited critical thinking skills as it pertains to the selected sub-area,  
- Displays a limited understanding of sub-area as it relates to the question,  
- Displays some insight of the sub-area but is less than adequate  
- Addresses the sub-area components of the question but lacks depth in several areas. | ☐ Responses are adequate:  
- Demonstrates adequate critical thinking skills as it pertains to the selected sub-area,  
- Understands the sub-area of knowledge as it relates to the question,  
- Describes some interesting aspects of the sub-area  
- Addresses the sub-area components of the question with sufficient depth in several areas. | ☐ Responses are exceptional:  
- Demonstrates substantial critical thinking skills as it pertains to the selected sub-area,  
- Details how the sub-area selected relates to the question,  
- Describes several integral aspects of the sub-area in detail, and/or  
- Addresses all of the sub-area components concisely and displays substantial depth. |
| Citations and Use of Supporting Material | ☐ Response is seriously flawed:  
- Supporting citations are often factually incorrect, absent, or unrelated to the argument/point of view described,  
- Cites of supporting arguments do not reflect critical thinking of source author's views (exact reiteration with no link to student's expressed content knowledge), and/or,  
- Fails to provide citations or support in answer. | ☐ Majority of support insufficient  
- Citations reveal less than adequate use of supporting materials and knowledge of subject matter,  
- Supporting citations are not consistently correct or related to the content described, and/or  
- Citations/quotes of supporting arguments reflect a less than adequate representation of the source material | ☐ Majority of support acceptable  
- Citations reveal adequate use of supporting materials and knowledge of subject matter,  
- Supporting citations are factually correct but not always related to the content described, and/or  
- Citations/quotes of supporting arguments reflect an adequate representation of the source material with some paraphrasing and critical thinking skills of the source content. | ☐ Exceptional use of supporting material  
- Citations reveal a detailed knowledge of supporting materials and subject matter,  
- Supporting citations are factually correct and strategically related to the content described, and/or  
- Citations/quotes of supporting arguments reflect a strong representation of the source material using critical thinking skills to describe source content. |
<table>
<thead>
<tr>
<th>Student Name:</th>
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<table>
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<tr>
<th>Quality of writing</th>
<th>Writing is seriously flawed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Grammatical and spelling errors make assessment of knowledge difficult to ascertain,</td>
</tr>
<tr>
<td></td>
<td>□ Disorganized presentation of content,</td>
</tr>
<tr>
<td></td>
<td>□ Lack of transitions from one concept to the next</td>
</tr>
<tr>
<td>Writing is inadequate</td>
<td>□ Numerous grammatical and spelling errors that distract from assessment of knowledge</td>
</tr>
<tr>
<td></td>
<td>□ Organization is confusing and inconsistent</td>
</tr>
<tr>
<td></td>
<td>□ Provides some transitions between concepts but many areas of disjointed connections are apparent</td>
</tr>
<tr>
<td>Writing is adequate</td>
<td>□ Some grammatical and spelling errors but still able to assess the knowledge of the responses,</td>
</tr>
<tr>
<td></td>
<td>□ Adequate organization</td>
</tr>
<tr>
<td></td>
<td>□ Provides sufficient transitions from one concept to the next but some areas of disjointed connections are apparent</td>
</tr>
<tr>
<td>Writing is publication quality</td>
<td>□ Little-to-no grammatical and spelling errors</td>
</tr>
<tr>
<td></td>
<td>□ Exceptional organization</td>
</tr>
<tr>
<td></td>
<td>□ Provides transition from one concept to the next and provides a consistent flow of the questions components.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Overall</th>
<th>□ Does not meet or below expectations - score = 0-9 (Fail)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>□ Meets or exceeds expectations - score = 10-15 (Pass)</td>
</tr>
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</table>

Comments: ____________________________________________________________

Committee Member Signature_____________________________________________ Date: ___________________________