INQUIRY & PROBLEM-SOLVING COMPETENCY
Adapted from AAC&U VALUE Rubrics

LaGuardia's General Education Assessment (Gen Ed) rubrics have been developed and modified by college faculty and academic staff to define the foundational dimensions for each learning competency and communication ability, with performance measures that represent progress in each area students are expected to demonstrate across the first two years of college. The Gen Ed rubrics support institutional use in assessing and discussing student learning and are not intended for grading student performance or teaching.

Definition

Inquiry, analysis, and problem-solving support students in forming a habit of mind critical to their academic and career advancement, thoughtful participation in civic life, and sustained, life-long learning. They may be combined in complex intellectual activities.

- **Inquiry** and analysis are systematic processes that explore issues or questions by collecting evidence and breaking complex topics or issues into parts to draw informed conclusions or judgments. Through revision, rethinking, and reorganization, most products of inquiry and analysis advance a claim, hypothesis, or solution.
- **Problem-solving** is the ability to design, evaluate, and implement a strategy or strategies to answer an open-ended question, overcome an obstacle, or achieve a desired goal.

Framing Language

This rubric is designed for use across disciplines and focuses on the relationship between the process of inquiry OR problem-solving and the conclusions or results presented. It incorporates broad language which reflects multiple approaches and assignments while addressing the fundamental elements of sound inquiry, analysis, and problem-solving (including topic selection, existing knowledge, design, and collecting resources). Inquiry typically involves the selection of a topic and adherence to discipline-specific protocols; whereas, problem-solving uses the tools of disciplines within diverse settings, from scientific and engineering laboratories to art studios, libraries, historical archives, digital simulations, as well as workplaces, communities and other real-world settings. Effective products frame the issue sufficiently, include pertinent and diverse information and evidence, demonstrate keen analysis to support coherent conclusions, and acknowledge potential limitations in the process. The following definitions seek to clarify terms and concepts as used in this rubric:

- *Knowledge:* Facts, information, and skills acquired through experience or education.
- *Evidence:* Available body of facts or information used to substantiate the truth or validity of a belief or proposition.
- *Limitations:* Critique of the process or evidence.
- *Implications:* How inquiry results apply to a larger context or the real world.
- *Hypothesis:* An appropriate response or argument to a challenge or a problem.
- *Conclusions:* A synthesis of key findings drawn from research/evidence or discipline-specific reflection.

Revised Fall 2024

INQUIRY & PROBLEM-SOLVING COMPETENCY

Dimension	Proficient - 4	Competent - 3	Developing - 2	Novice - 1
Frames the Issue *Selects a topic OR defines the problem*	Synthesizes well-defined concepts to develop a strong research question or hypotheses, OR defines an open-ended question or problem	Sufficiently frames or addresses a research question or hypothesis, OR defines an open-ended question or problem.	Partially frames or addresses a research question or hypothesis, OR partially defines an open-ended question or problem	Demonstrates minimal attempt to frame or address a research question or hypothesis, OR to define an open-ended question or problem
Situates a topic or problem in its pertinent context	Demonstrates strong knowledge of context by providing most-pertinent details	Demonstrates substantial knowledge of relevant context by providing useful details	Demonstrates some knowledge of relevant contexts with some details	Demonstrates minimal knowledge of relevant context
Evidence Gathering *Assembles pertinent information from diverse perspectives*	Synthesizes, reviews, and assembles highly-pertinent information from relevant and appropriate sources with diverse points of view	Reviews and assembles pertinent information from relevant and appropriate sources with more than one point of view	Partially reviews and assembles information from sources showing similar points of view	Demonstrates minimal attempt to assemble relevant information
Analysis *Breaks a topic or problem into parts to support a claim or solution*	Synthesizes and evaluates evidence to support insightful hypothesis, claim, or solution	Sufficiently analyzes, evaluates, and organizes evidence to support coherent hypothesis, claim, or solution	Partially analyzes, evaluates, and organizes evidence to support hypothesis, claim, or solution	Demonstrates minimal attempt to analyze and/or organize evidence to support hypothesis, claim, or solution
Conclusion *Draws conclusions or offers solutions supported by evidence*	Synthesizes multiple conclusions effectively, or evaluates outcomes and offers insightful solutions supported by evidence	Draws coherent conclusions, or offers sufficient solutions supported by evidence	Draws partial or underdeveloped conclusions, or offers solutions supported by some evidence	Demonstrates minimal attempt to draw conclusions, or offers few solutions supported by evidence
Acknowledges limitations and implications	Addresses limitations and implications with suggestions for future areas of study or exploration	Discusses limitations and implications	Identifies some limitations and implications	Does not identify limitations

GLOBAL LEARNING COMPETENCY
Adapted from AAC&U VALUE Rubrics

LaGuardia's General Education Assessment (Gen Ed) rubrics have been developed and modified by college faculty and academic staff to define the foundational dimensions for each learning competency and communication ability, with performance measures that represent progress in each area students are expected to demonstrate across the first two years of college. The Gen Ed rubrics support institutional use in assessing and discussing student learning and are not intended for grading student performance or teaching.

Definition

Global learning involves the critical analysis of and ethical engagement with complex global issues and their impact on both local and global communities. Global learning moves beyond describing a geographic location by addressing issues that exist beyond national boundaries, thus enabling students to:

- **Advance their knowledge** of global issues, multiple worldviews, and interconnected experiences;
- **Develop their abilities** to apply diverse perspectives in the face of multiple and even conflicting positions and contexts; and,
- **Address ethical challenges** and evaluate ways one's actions affect both local and global communities.

Framing Language

This rubric is designed for use across disciplines and focuses on providing students meaningful opportunities to analyze and explore complex global challenges, communicate respectfully in diverse environments, and apply learning to take ethical action in response to global challenges. Global learning also fosters the ability to advance equity and justice, locally and globally. The following definitions seek to clarify terms and concepts as used in this rubric:

- *Global Issues*: A challenge or problem that affects many people on a worldwide level and warrants attention and collaboration, both locally and globally. Examples include (but are not limited to) poverty, war and violence, financial crises, income inequality, youth unemployment, climate change, racism, hunger, migration, health, or education access.
- *Diversity*: Includes (but is not limited to) differences based on nationality, race, class, ethnicity, language, culture, gender, religion, disability, and sexuality. Understanding and engaging with diversity deepens the ability to recognize the origins and influences of one's own heritage as well as its limitations.
- *Global Self-Awareness:* Allows students to develop a position with an understanding of the interrelationships among the self, local and global communities, and the natural and physical world.
- *Ethical Engagement*: Includes the recognition of the "rights" and "wrongs" in the challenges a global issue poses and involves an ability to advocate, educate, and support communities.

Revised Spring 2024

GLOBAL LEARNING COMPETENCY

Dimension	Proficient - 4	Competent - 3	Developing - 2	Novice - 1
Understanding Global Issues and Events *Analyzes global issues and events, and recognizes their impact on both local and global communities*	Discusses and analyzes the dynamics of a complex global challenge or event Highlights the most relevant shaping forces and outcomes of global issues or events, including at a local level *(e.g., demonstrates knowledge of interdependent dimensions of global events and analyzes how they manifest locally and globally)*	Discusses a complex global challenge or event Makes connections between local and global events and their outcomes *(e.g., recognizes how interdependent influences of a global event manifest in various localities)*	Identifies and describes a complex global challenge or event Demonstrates emergent understanding of the way local issues and events are connected to larger global issues *(e.g., compares local and global manifestations of a global issue/event)*	Identifies a phenomenon as posing a complex global challenge Identifies explicitly an example of a local issue or event that occurs globally *(e.g., identifies a local manifestation of a global issue or event)*
Communicating Knowledge in Global Contexts *Showcases awareness of how diverse perspectives are shaped and communicated within global contexts and could impact communities locally*	Discusses and analyzes diverse perspectives within local and global contexts Employs knowledge of diverse worldviews and cultural practices in communication	Discusses and explains other perspectives on experiences of people, globally and locally Demonstrates suitable knowledge of diverse worldviews and cultural practices	Identifies and describes divergent perspectives on similar experiences locally and globally Presents emergent knowledge of diverse worldviews and cultural practices	Identifies experiences of others through one perspective Presents minimal knowledge of diverse worldviews and cultural practices
Ethical Engagement and Global Self-Awareness *Recognizes ethical dimensions of global issues* *Articulates global self-awareness*	Discusses and analyzes the ethical consequences of global phenomena and proposes ethical responses and a range of actions or solutions (individual and collective) Discusses and analyzes personal attitudes and actions within a global framework	Discusses the ethical consequences of global issues and events Discusses personal attitudes and actions within global issues or events	Identifies and describes basic ethical challenges of global issues or events Identifies and describes basic connections between personal attitudes and actions and global issues or events	Presents minimal recognition of ethical dimensions related to global issues or events Provides minimal identification of the connections between attitudes and actions and global issues or events

INTEGRATIVE LEARNING COMPETENCY
Adapted from AAC&U VALUE Rubrics

LaGuardia's General Education Assessment (Gen Ed) rubrics have been developed and modified by college faculty and academic staff to define the foundational dimensions for each learning competency and communication ability, with performance measures that represent progress in each area students are expected to demonstrate across the first two years of college. The Gen Ed rubrics support institutional use in assessing and discussing student learning and are not intended for grading student performance or teaching.

Definition

Integrative learning prompts the student to make and reflect upon connections among ideas and experiences, such as across courses, over time, or between campus and community life, with the goal of synthesizing and transferring learning to new situations within and beyond the College.

- **Connections to Disciplines:** Students identify and synthesize connections across perspectives, fields of study, or disciplines.
- **Connections to Experience:** Students identify and synthesize connections across relevant learning experiences, including personal, co-curricular, and academic.

Framing Language

This rubric is designed for use across disciplines and focuses on supporting students' ability to synthesize their experiences inside and outside the classroom, making connections between theory and practice. For the purposes of this rubric, artifacts must demonstrate a connection to disciplinary fields and/or experiences. Because integrative learning involves making connections, it can surface in reflective work, self- assessment, or assignments that foster learning between courses and life experiences, co-curricular activities, or the workplace.

The following definitions seek to clarify terms and concepts as used in this rubric:

- *Contexts*: Actual or simulated situations in which a student demonstrates learning outcomes. New and challenging contexts encourage students to stretch beyond their current frames of reference.
- *Co-curricular*: A parallel component of the academic curriculum in addition to the formal classroom, such as industry panels, community engagement, student clubs or organizations, etc.
- *Reflection:* A meta-cognitive act of examining a learning experience to explore its significance and consequences.
- *Self-Assessment*: Examining one's skills, knowledge, and/or growth to guide plans for further learning.

Revised Fall 2024

INTEGRATIVE LEARNING COMPETENCY

Dimension	Proficient - 4	Competent - 3	Developing - 2	Novice - 1
Connections to Disciplines *Identifies and synthesizes connections across perspectives, fields of study, or disciplines*	Synthesizes comparisons of examples or information from multiple perspectives, disciplines, or fields of study to draw conclusions	Compares examples or information from more than one perspective, discipline, or field of study and draws conclusions based on these comparisons	Connects examples or information from more than one perspective, discipline, or field of study	Provides examples or information from at least one perspective, discipline, or field of study
And/or	**And/or**	**And/or**	**And/or**	**And/or**
Connections to Experience *Identifies and synthesizes connections across relevant learning experiences, including personal, co-curricular, and academic*	Synthesizes comparisons among multiple learning experiences inside and outside the classroom to deepen understanding and broaden point of view	Compares relationships between personal or co-curricular experiences and academic content to deepen understanding	Connects examples of personal or co- curricular experiences to academic content and implies similarities or differences	Provides connections between personal or co-curricular experiences and academic content
Application of Learning Across Contexts *Applies learning across contexts to demonstrate connections among knowledge, skills, theories and/or methodologies from one experience to another*	Consistently applies insightful connections among knowledge, skills, theories, or methodologies from one experience to another to draw conclusions	Applies pertinent connections among knowledge, skills, theories, or methodologies from one experience to another	Applies simple connections among knowledge, skills, theories, or methodologies from one experience to another	Applies limited connections among knowledge, skills, theories, or methodologies from one experience to another
Reflection and Self-assessment *Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts*	Assesses strengths and challenges; connects current sense of self to past or future selves across multiple contexts to draw conclusions about oneself as a learner	Describes strengths and challenges over time or in different contexts to evaluate oneself as a learner	Describes strengths and challenges within specific contexts to examine oneself as a learner	Describes strengths and challenges in general contexts to demonstrate awareness of oneself as a learner

WRITTEN COMMUNICATION ABILITY
Adapted from AAC&U VALUE Rubrics

LaGuardia's General Education Assessment (Gen Ed) rubrics have been developed and modified by college faculty and academic staff to define the foundational dimensions for each learning competency and communication ability, with performance measures that represent progress in each area students are expected to demonstrate across the first two years of college. The Gen Ed rubrics support institutional use in assessing and discussing student learning and are not intended for grading student performance or teaching.

Definition

The ability to communicate can be demonstrated in many ways, including through essays, narratives, dialogues, presentations, formal and informal speaking, digital platforms, and other methods. Written communication is the development and expression of ideas through writing and can involve learning to work in many genres, disciplines, and styles. Students develop their written communication abilities through iterative experiences across the curriculum.

Framing Language

Three dimensions of LaGuardia's Gen Ed Written Communication Ability rubric incorporate elements of effective communication common to all forms, genre, and media, including organization, purpose, and supporting materials. Written communication also includes a Writing Conventions dimension, which addresses the mechanics of writing, such as sentence-level structure, punctuation, and capitalization.

- *Organization:* The structure of effective written communication is organized logically and clearly to support the reader's understanding. Scorers for this communication ability should consider the amount of effort on their part to "follow" the author's ideas.
- *Purpose & Tone:* Were you able to understand why this artifact was produced and what it intended to accomplish? Effective communication is pertinent to the context and its purpose clear. Vocabulary choices are appropriate to the occasion. Higher-scoring artifacts demonstrate a clear command of discipline-specific terminology.
- *Supporting Material:* Statements, claims, and conclusions are supported by evidence or narrative detail pertinent to the communication's purpose. Where applicable, facts are not confused with opinions, and sources are credible and relevant. This material might consist of explanations, examples, illustrations, statistics, analogies, or quotations from relevant authorities. When scoring this dimension, maintain expectations that are appropriate to the academic level, e.g., a "4" score is meant to identify proficiency at the college sophomore level. Additionally, try to separate failures of citation from outright plagiarism.
- *Writing Conventions:* Effective writing adheres to sentence-level structure and standards such as punctuation and capitalization. When scoring, consider how challenging it is to comprehend the text. If they do not interfere with comprehension, minor errors need not impact the score.

Revised Spring 2024

WRITTEN COMMUNICATION ABILITY

Dimension	Proficient - 4	Competent - 3	Developing - 2	Novice - 1
Organization	Content is well-organized and coherent.	Content is mostly organized and coherent.	Content is somewhat organized and coherent.	Content is minimally organized and coherent.
Purpose & Tone	The purpose of the communication is clear.

Vocabulary choices are appropriate to the occasion. Demonstrates clear command of discipline-specific terminology. | The purpose of the communication is mostly clear.

Vocabulary choices are mostly appropriate to the occasion. Demonstrates mostly-clear command of discipline-specific terminology. | The purpose of the communication is somewhat clear.

Vocabulary choices are sometimes appropriate to the occasion. Demonstrates some command of discipline-specific terminology. | The purpose of the communication is unclear.

Vocabulary choices are rarely appropriate to the occasion. Demonstrates little command of discipline-specific terminology. |
| Supporting Material | Statements and/or thesis and conclusions are supported by evidence or narrative detail pertinent to the purpose.

Evidence is not confused with opinions. Sources are credible and relevant. | Statements and/or thesis and conclusions are mostly supported by evidence or narrative detail pertinent to the purpose.

Evidence is usually not confused with opinions. Sources are usually credible and relevant. | Statements and/or thesis and conclusions are somewhat supported by evidence or narrative detail pertinent to the purpose.

Evidence is occasionally confused with opinions. Sources are sometimes credible and relevant. | Statements and/or thesis and conclusions are rarely supported by evidence or narrative detail pertinent to the purpose.

Evidence is often confused with opinions. Credible and relevant sources are rarely used. |
| **Writing Conventions**

Adheres to sentence-level structure and standards. | Adheres fully to sentence-level structure and writing standards, such as punctuation and capitalization. | Adheres mostly to sentence-level structure and writing standards such as punctuation and capitalization. | Adheres somewhat to sentence-level structure and writing standards such as punctuation and capitalization. | Adheres rarely to sentence-level structure and writing standards such as punctuation and capitalization. |

ORAL COMMUNICATION ABILITY

Adapted from AAC&U VALUE Rubrics

LaGuardia's General Education Assessment (Gen Ed) rubrics have been developed and modified by college faculty and academic staff to define the foundational dimensions for each learning competency and communication ability, with performance measures that represent progress in each area students are expected to demonstrate across the first two years of college. The Gen Ed rubrics support institutional use in assessing and discussing student learning and are not intended for grading student performance or teaching.

Definition

The ability to communicate can be demonstrated in many ways, including through essays, narratives, dialogues, presentations, formal and informal speaking, digital platforms, and other methods. Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors; it is inclusive of both spoken and signed languages.

Framing Language

Oral Communication takes many forms. This rubric is designed specifically to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For use for panel or group presentations, speakers should identify themselves by name. To support Gen Ed scoring, single-speaker artifacts should not exceed 6 minutes and dialogues should not exceed 10 minutes. This rubric applies best to presentations for which the speaker has prepared and practiced but does not read or memorize.

This rubric is intended to assess communication in all varieties of English. As an institution that celebrates our diversity, we likewise welcome and celebrate the diverse linguistic patterns, varieties, accents and dialects of our students.

Two dimensions of LaGuardia's Gen Ed Oral Communication Ability rubric incorporate elements of effective communication common to all forms, genre, and media, including organization, purpose, and supporting materials. The two dimensions specific to oral communication are audience engagement and delivery.

- *Audience Engagement:* Effective oral communication is engaging to the audience. Depending on the context, speakers accomplish this through the words they choose, tone, volume, eye contact, facial expressions, or body language. If the speaker is in dialogue with others, they demonstrate effective listening and respond clearly by summarizing main points.
- *Delivery*: Effective oral communication entails preparation, including content knowledge and use of discipline-specific terms appropriate to the context.

Revised Spring 2024

ORAL COMMUNICATION ABILITY

Dimension	Proficient - 4	Competent - 3	Developing - 2	Novice - 1
Purpose & Organization	The purpose of the communication is clear. Content is well-organized and coherent.	The purpose of the communication is mostly clear. Content is mostly organized and coherent.	The purpose of the communication is somewhat clear. Content is somewhat organized and coherent.	The purpose of the communication is unclear. Content is minimally organized and coherent.
Supporting Material	Statements and/or thesis and conclusions are supported by evidence or narrative detail pertinent to the purpose. Evidence is not confused with opinions. Sources are credible and relevant.	Statements and/or thesis and conclusions are mostly supported by evidence or narrative detail pertinent to the purpose. Evidence is usually not confused with opinions. Sources are usually credible and relevant.	Statements and/or thesis and conclusions are somewhat supported by evidence or narrative detail pertinent to the purpose. Evidence is occasionally confused with opinions. Sources are sometimes credible and relevant.	Statements and/or thesis and conclusions are rarely supported by evidence or narrative detail pertinent to the purpose. Evidence is often confused with opinions. Credible and relevant sources are rarely used.
Audience Engagement *Use of language, tone, volume, eye contact, facial expressions, or body language to engage audience.*	Speaker effectively engages the audience using any of the following: vivid language, intonation, tone, volume, eye contact, facial expressions, or body language. In dialogues, the speaker almost always demonstrates attentive listening and responds to the audience to clarify, reinforce and/or summarize main ideas.	Speaker often engages the audience using any of the following: vivid language, intonation, tone, volume, eye contact, facial expressions, or body language. In dialogues, the speaker mostly demonstrates attentive listening and mostly responds to the audience to clarify, reinforce and/or summarize main ideas.	Speaker occasionally engages the audience using any of the following: vivid language, intonation, tone, volume, eye contact, facial expressions, or body language. In dialogues, the speaker occasionally demonstrates attentive listening and/or occasionally responds to the audience to clarify, reinforce and/or summarize main ideas.	Speaker fails to engage the audience using any of the following: vivid language, intonation, tone, volume, eye contact, facial expressions, or body language. In dialogues, the speaker rarely demonstrates attentive listening and rarely responds to the audience to clarify, reinforce and/or summarize main ideas.
Delivery *Prepared and practiced presentation demonstrates content knowledge.*	Speaker's is well-prepared and demonstrates mastery of content. Speaker integrates effortlessly discipline-specific terminology when applicable.	Speaker's is mostly prepared and demonstrates knowledge of content. Speaker integrates often discipline-specific terminology when applicable.	Speaker's delivery is somewhat prepared and demonstrates some knowledge of content. Speaker integrates hesitantly discipline-specific terminology when applicable	Speaker appears unprepared for and fails to demonstrate knowledge of content. Speaker fails to integrate discipline-specific terminology when applicable.

DIGITAL COMMUNICATION ABILITY
Adapted from AAC&U VALUE Rubrics

LaGuardia's General Education Assessment (Gen Ed) rubrics have been developed and modified by college faculty and academic staff to define the foundational dimensions for each learning competency and communication ability, with performance measures that represent progress in each area students are expected to demonstrate across the first two years of college. The Gen Ed rubrics support institutional use in assessing and discussing student learning and are not intended for grading student performance or teaching.

Definition

The ability to communicate can be demonstrated in many ways, including through essays, narratives, dialogues, presentations, formal and informal speaking, digital platforms, and other methods. Digital communication is the purposeful presentation of accessible ideas using multimedia holistic design.

Framing Language

For an artifact to be scored as Digital Communication, it must be considered multimedia. Two dimensions of LaGuardia's Gen Ed Digital Communication Ability rubric incorporate elements of effective communication common to all forms, genre, and media, including organization, purpose, and supporting materials. Two dimensions are specific to digital environments: multimedia holistic design and accessibility.

- **Multimedia Holistic Design:** Effective Digital Communication artifacts incorporate multimedia: a combination of two or more forms of media, such as text, audio, video, photography, animation, graphs, graphics, charts, and/or data visualizations. Artifacts may employ a range of multimedia digital tools and platforms, including but not limited to websites, ePortfolios, PowerPoint, blogs and micro-blogging, and digital stories. For this rubric, isolated uses of icons and hyperlinks *are not* considered multimedia.

  Effective Digital communication advances the content and purpose of communication through balanced, purposeful design. Elements of the design advance an aesthetic approach to content by integrating different parts of the composition together – the sequence, pages, images, banners, etc. These elements combine to reinforce purpose and content that contribute coherent meaning to the artifact.

- **Accessibility:** Effective Digital communication employs designs that are accessible to the diverse needs of individuals, institutions, and communities. For our purposes, accessible Digital artifacts employ features students incorporate using the tools they selected, which includes the following elements, adapted in part from the Web Accessibility Initiative:

  - *Closed captioning:* captions provided for audio content;
  - *Alt-text:* important non-text content, especially graphs, pictures, and charts, convey meaning and purpose of visual material;
  - *Adjustable timing*: users can adjust the time on visual and audio media, including pause and rewind;
  - *Heading structure:* Descriptive headings and titles give users an overview of content and organization.

The U.S. federal government also provides global standards for identifying best practices for digital content including text, images, and sounds.

Revised Spring 2024

Please Note – To score artifacts using the DIGITAL COMMUNICATION ABILITY rubric, the answer to the following question must be YES:

Does the artifact include multimedia, combining two or more forms of media beyond isolated icons or hyperlinks?

Dimension	Proficient - 4	Competent - 3	Developing - 2	Novice - 1
Purpose & Organization	The purpose of the communication is clear. Content is well-organized and coherent.	The purpose of the communication is mostly clear. Content is mostly organized and coherent.	The purpose of the communication is somewhat clear. Content is somewhat organized and coherent.	The purpose of the communication is unclear. Content is minimally organized and coherent.
Supporting Material	Statements and/or thesis and conclusions are supported by evidence or narrative detail pertinent to the purpose. Evidence is not confused with opinions. Sources are credible and relevant. Vocabulary choices are appropriate to the occasion. Demonstrates clear command of discipline-specific terminology.	Statements and/or thesis and conclusions are mostly supported by evidence or narrative detail pertinent to the purpose. Evidence is usually not confused with opinions. Sources are usually credible and relevant. Vocabulary choices are mostly appropriate to the occasion. Demonstrates mostly-clear command of discipline-specific terminology.	Statements and/or thesis and conclusions are somewhat supported by evidence or narrative detail pertinent to the purpose. Evidence is occasionally confused with opinions. Sources are sometimes credible and relevant. Vocabulary choices are sometimes appropriate to the occasion. Demonstrates some command of discipline-specific terminology.	Statements and/or thesis and conclusions are rarely supported by evidence or narrative detail pertinent to the purpose. Evidence is often confused with opinions. Credible and relevant sources are rarely used. Vocabulary choices are rarely appropriate to the occasion. Demonstrates little command of discipline-specific terminology.
Multimedia Holistic Design *Two or more forms of communication.*	Effectively employs multimodal composition and holistic design to advance unified content and purpose with appropriate tools.	Mostly employs multimodal composition holistic design to unify content and purpose with appropriate tools.	Somewhat employs multimodal composition and holistic design to unify content and purpose with appropriate tools.	Minimally employs multimodal composition and holistic design to unify content and purpose of communication with appropriate tools.
Accessibility *Includes features to support diverse needs of audience.*	Effectively employs accessible features.	Mostly employs accessible features.	Somewhat employs accessible features.	Minimally employs accessible features.