Program Assessment Plan
(Poultry Science-Undergraduate Certificate Program)
University of Arkansas

1. **Department Name & Contact Information**
   Department of Poultry Science
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   Fayetteville, AR 72704
   479.575.4952
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2. **Department Mission**

   The Center of Excellence for Poultry Science shall provide comprehensive programs in research, teaching, and extension dedicated to improving the lives of Arkansans associated with all components of the poultry industry by generating knowledge through research and putting that knowledge to use through education.

3. **Program Goals**
   The goal of the poultry science undergraduate certificate curriculum is to promote a fundamental understanding of poultry science across sub-disciplines, with an emphasis on the scientific basis underlying the poultry industry. The objective of the required POSC courses is to provide an overview of poultry-related careers, production practices, poultry anatomy, and disciplines that include physiology, diseases, genetics, nutrition, processing, and products.

   In addition:

   1. Graduates will have the knowledge in poultry science required to perform in industry related positions or continue their education in a professional program.
   2. Graduates are able to integrate, examine, and assess new information to make knowledgeable decisions.
   3. Graduates are able to use pedagogical skills to communicate effectively in oral and writing scenarios.

4. **Student Learning Outcome 1.** Students will demonstrate knowledge of the basic principles of production, anatomy, physiology, genetics, nutrition, health, and disease identification as related to poultry.

   The following items apply to EACH Assessment Measure.

   A. **Poultry Pre and Post Assessment Test.**

- POSC has established a pre and post-test that will be administered the freshman year in POSC 1003 Introduction to Poultry Science and again in the senior year in POSC 4343 Poultry Nutrition.

  The test includes questions from required poultry core courses: Poultry Nutrition 4343, Avian Anatomy 3554, Poultry Diseases 3323, Egg and Meat Technology 4314, Poultry Production 2343, Poultry Breeder Management 2353, and POSC 3123.

- The pre-test and the post-test are scored separately.

- The pre/post-test is a direct measure.

  POSC Exit Survey
- The Poultry Science Exit Survey is given during their final year in the certificate program.
- Self reported competency levels are included.
- The survey is an indirect measure.

  B. **Acceptable** and **Ideal Targets** (<u>not required</u> for indirect measures).
- It is likely that incoming students will perform poorly on the pretest. We would expect an average score for the pretest to be less than or equal to 55%. We would expect an average score for the posttest to be greater than or equal to 80%.

  C. **Key Personnel** (Department Head, Faculty).
  David Caldwell-department head, the class instructor

5. Student Learning Outcome 2. Students develop critical-thinking skills that apply to issues and problems faced by the poultry industry.

Student Learning Outcome 3: Students will be able to communicate summaries of lab activities, interpret results of problem-solving activities and summarize results of research in written and oral communication (Learning Outcome two & three are using rubrics as the direct measure)

The following items apply to EACH Assessment Measure.

  A. **Rubrics for POSC Seminar Courses**
- POSC has established rubric to be used in the seminar courses: POSC 4801 Seminar: Research Topics: POSC 4811 Seminar Professionalism; POSC 4821 Problem Solving; and POSC 4831 Processing Regulations.
- The Rubric is a direct measure.
- Two rubrics: oral communications, and written communication will be used in the seminar courses.

- POSC 4801: aim is to help undergraduate students assimilate the fundamentals of understanding research source value and how to read, understand orally present quality referred research publications.
- POSC 4811: address issues associated with preparation for finding and retaining your first job in the poultry industry.
- POSC 4821: real world problem solving of poultry production systems.
- POSC 4831: processing plant procedures and regulations with an emphasis on problem solving.

B. **Acceptable** and **Ideal Targets** (not required for indirect measures).
- The seminar course is taken during the junior or senior year; preferably the senior year. It is expected that 80% of the class will meet expectations 10% will exceed expectations and 5% will not meet the expectations.

C. **Key Personnel** (Department Head, Faculty, Department Administrative Manager).
   David Caldwell-department head, the class instructor

6. Supporting Attachments
   Pre-test and Post-test
   Graduate Survey
   Oral Presentation Rubric
   Written Communication Rubric

Name _____   **Date**

_____

Major: Poultry Science_____Animal
    Science_____Other

Classification:
A. Freshman
B. Sophomore
C. Junior
D. Senior
E. Transfer

<p align="center">Poultry Pre and Post Assessment Test</p>

Multiple Choice (circle the <u>SINGLE BEST</u> answer):

1. What is the main type of business organization of the poultry companies in the United States?
    a. Independent growers
    b. Cooperatives
    c. **Vertical Integration**
    d. None of the above

2. Which of the following is not a component of a complex?
    a. Broiler farm, hatchery, breeder farm, feed mill, processing plant, further processing plant
    b. Broiler farm, and breeder farm
    c. Broiler farm, hatchery, breeder farm, and feed mill
    d. **None of the above**

3. What are the types of ventilation in a mechanically-ventilated house?
    a. Minimum, medium, and maximum
    b. Low and High
    c. Minimum, transitional, and tunnel
    d. None of the above

4. During the first days of life, baby chicks and poults are able to regulate their own body temperature. True or False?

5. Marek's disease is characterized by:

    a. Neoplastic (cancer) disease only in old chickens
    b. Neoplastic (cancer) disease only in turkeys
    c. Neoplastic (cancer) disease involving the bursa of Fabricius
    d. Neoplastic (cancer) disease involving feather follicles and nerve tissue
    e. Neoplastic (cancer) disease usually causing tumors in the head

6. Infectious Bronchitis

    a. Is an extremely contagious upper respiratory disease
    b. Has both respiratory and uremic forms
    c. Has no effect on egg production
    d. A and B above
    e. None of the above

7. The incubation period for the turkey egg is:

    a. 21 days
    b. 23 days
    c. 25 days
    d. **28 days**

8. Sudden Death Syndrome in broilers is associated with:

    a. Birds accidentally choking to death when they eat
    b. Aortic Rupture
    c. Poisoning
    d. None of the above

9. Litter quality can directly impact what part of a processed bird:

    a. Wings
    b. **Feet**
    c. Breast meat
    d. Tenders

10. What organ plays a key role in the immune system in broiler chickens:

    a. Kidneys
    b. Bursa of Fabricius
    c. Pineal gland
    d. Cloaca

11. 9. The commercial broiler is the result of a cross between how many pure/pedigree lines of birds?
    a. 1
    b. 2
    c. 3
    d. **4**

12. The genetic improvements made to the broiler at the pedigree level typically take _____ before it reaches the consumer level.
    a. 1-2 months
    b. 1-2 years
    c. **4-5 years**
    d. 10+ years

13. What do primary breeder companies supply to broiler integrators?
    a. Broiler chicks for processing
    b. **Parent stock**
    c. Pedigree birds
    d. All of the above

14. Why are eggs turned during incubation?

    a. **Prevent embryo sticking to inner shell**
    b. Stimulate embryo growth
    c. Reduce incubation time
    d. Shorten hatch window

15. How long are chicken eggs in the setter before transfer to the hatcher?

    a. 14
    b. 16
    c. 18
    d. 20

16. Which of these is the most important nutrient for all types of poultry?

    a. Carbohydrates
    b. Proteins
    c. Water
    d. Vitamins
    e. Minerals
    f. Fats and oils

17. As broilers age, their dietary **energy/calorie** needs _____ and their dietary **protein** needs _____.

    a. Decrease, decrease
    b. Decrease, increase
    c. Increase, decrease
    d. Increase, increase

18. The primary protein-providing ingredient used in US poultry diets is:
    a. Soybean meal
    b. Wheat
    c. Corn
    d. Meat and bone meal

19. Which of these compounds is **not** classified as an amino acid?

    a. Lysine
    b. Carotene
    c. Methionine
    d. Threonine

20. The muscular stomach of the bird grinds food by rotary and crushing movements and is called what?
    a. Proventriculus
    b. Rumen
    c. Meckels Diverticulum
    d. Ventriculus

21. A unique characteristic of the avian respiratory system when compared to the respiratory system of a mammal is the lack of what muscle?
    a. Diaphragm
    b. Bronchus
    c. Trachea
    d. Air sac

22. The liver of the bird produces what; it is stored in which structure?
    a. Gall bladder, bile

    b. Bile, gall bladder
    c. Bile, urinary bladder
    d. None of the above

23. Which ovary is present and functional in most avian species?
    a. Right
    b. Left
    c. Neither
    d. Both

24. What is the process that inactivates all pathogenic bacteria (e.g. *Salmonella*) and is required of all liquid egg products?
    a. Cooking
    b. Freezing
    c. Pasteurization
    d. Acidification

25. As the egg ages, what two compounds evaporate during storage?
    a. Water and carbon dioxide (H_2O and CO_2)
    b. Hydrogen Sulfide and water (H_2S and H_2O)
    c. Iron Sulfide and Water (FeS and H_2O)
    d. Carbon dioxide and hydrogen sulfide (CO_2 and H_2S)

26. The primary method of stunning poultry is:
    a. Gas (controlled atmosphere)
    b. Electrical
    c. Low Atmosphere
    d. None of the above

27. What is a protein responsible for foam stability when making angel food cakes or meringues?
    a. Ovalbumin
    b. Ovomucin
    c. Ovotransferrin
    d. Lysozyme

28. What is the purpose of scalding?
    a. Clean the bird
    b. Remove the feathers
    c. Denature proteins in feather follicle
    d. Get the bird wet for easier processing

29. What are three pathogenic bacteria (abbreviated name) that are concerns in the poultry meat industry (on either raw or cooked product). Circle 3.

    a. ***Salmonella***
    b. *Vibrio*
    c. *Staphylococcus aureus*
    d. ***Campylobacter***
    e. *Pseudomonas*
    f. ***Listeria***
    g. *Streptococcus*

30. What are the two main functional proteins in further processed meats? Circle 2.
    a. Albumin
    b. Myosin
    c. Collagen
    d. Actin
    e. Ovalbumin
    f. Ovomucin
    g. Desmin
    h. C-protein

University of Arkansas
Department of Poultry Science

Graduating Senior Exit Interview
Date_____

Name: _____

Address: _____

Telephone: _____   Email: _____

Can you be contacted using this information in the future? _____

1. Why did you choose to study at the University of Arkansas, Fayetteville? :_____

   _____

   _____

2. Reason for Choosing POSC:_____

   _____

   _____

3. In which term did you start your degree program? _____

4. Were you a transfer student? If so, what college? _____

5. Most Liked Classes and why:

   _____

   _____

6. Least Liked Classes and why:
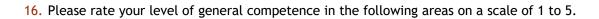
   _____

   _____

7. Did you participate in some form of experiential learning or other activities?

   Check all that apply:

Experience	✓	Details (type/company, location, etc)
Internship		
Undergraduate Research		
Study Abroad		
Honors Program		
Employment within POSC		
POSC Club		
Other		

8. Do you feel prepared for the work force?

   _____
   _____

9. Have you accepted a job yet? If yes, please give company name and location

   _____
   _____

   _____

10. Starting Salary:_____per year.

11. If you have not accepted a job at this time, are you planning to attend graduate or professional school?

12. Indicate your level of satisfaction with the supervision and guidance you received from your advisor.

    a. Low or poor

    b. Below average

    c. Average

    d. Above Average

    e. Excellent

13. While in school, how many hours per week did you typically work to earn money to support yourself?

    a. none

    b. 1-10 hrs/wk

    c. 10-20 hrs/wk

    d. More than 20 hrs/wk

14. My cumulative GPA (U of A):

    a. 2.00 to 2.49

    b. 2.50 to 2.99

    c. 3.00 to 3.49

    d. 3.50 to 4.00

15. My GPA in my major is :

    a. 2.00 to 2.49

    b. 2.50 to 2.99

    c. 3.00 to 3.49

    d. 3.50 to 4.00

16. Please rate your level of general competence in the following areas on a scale of 1 to 5.

*1 = I don't feel competent in this area; 5 = I feel I have a general competence in this area

Area of Competence	Score* (1-5)
Anatomy/Physiology	
Genetics	
Nutrition	
Meat Bird Production	
Animal handling and welfare	
Poultry Processing	
Food Safety/Microbiology	
Technical competency	
Environmental consciousness	
Ethical responsibility	
Leadership ability	
Oral communication	
Written communication	
Critical thinking/problem solving skills	
Basic and applied research skills	
Creativeness	
Writing and presenting scientific information in a professional manner	

17. Do you have any additional comments:_____

_____

_____

_____

_____

Interview between Student and Department Head

Indicate your level of satisfaction with the following areas on a scale of 1 to 5.

1. Low or poor
2. Below average
3. Average
4. Above Average
5. Excellent

Area	Satisfaction Score* (1-5)
Curriculum	
Advising	
Faculty	
Extracurricular Activities	
Industry interaction	
Scholarships	
Employment opportunities	

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.

Definition

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.

Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Central message: The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- Delivery techniques: Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- Language: Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- Organization: The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- Supporting material: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speakers credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

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Definition

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Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

WRITTEN COMMUNICATION VALUE RUBRIC

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The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Framing Language

This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

This rubric focuses assessment on how specific written work samples or collectios of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples of collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing -- in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/Council of Writing Program Administrators' White Paper on Writing Assessment (2008; www.wpacouncil.org/whitepaper) and the Conference on College Composition and Communication's Writing Assessment: A Position Statement (2008; www.ncte.org/cccc/resources/positions/123784.htm)

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Content Development: The ways in which the text explores and represents its topic in relation to its audience and purpose.
- Context of and purpose for writing: The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
- Disciplinary conventions: Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- Evidence: Source material that is used to extend, in purposeful ways, writers' ideas in a text.
- Genre conventions: Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.
- Sources: Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.

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Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.