

### Pathway Essay Evaluation Rubric (2021-22)

	Pass	Revise and Resubmit
<p><b>Identification:</b> Establishes a meaningful connection between a specific issue or problem and the focus of the writer's chosen Pathway (LO 1.1)</p>	<ul style="list-style-type: none"> <li>● Identifies a specific, substantive issue/problem related to the Pathway's theme/focus.</li> <li>● Explains how the issue/problem is connected to the Pathway.</li> <li>● Identifies the writer's Pathway by name and communicates at least a reasonable understanding of that particular Pathway's theme and scope.</li> </ul>	<ul style="list-style-type: none"> <li>● A specific issue/problem is not clearly defined or is not substantive.</li> <li>● It is unclear how the issue/problem relates to the Pathway's theme/focus.</li> <li>● Does not identify the Pathway by name and/or does not demonstrate a fundamental understanding of that particular Pathway's theme and scope.</li> </ul>
<p><b>Analysis:</b> Analyzes a specific issue or problem by integrating distinct theories, ideas, or methodologies from more than one field of study or discipline (LO 1.1 and LO 1.2)</p>	<ul style="list-style-type: none"> <li>● Applies relevant theories, ideas, or methodologies from more than one field of study to analyze the issue or problem.</li> <li>● Analysis shows how the writer's understanding of the issue or problem is deepened by applying multiple disciplinary approaches.</li> <li>● Writer identifies the relevant courses and multiple disciplines used in the analysis by course number and title.</li> </ul>	<ul style="list-style-type: none"> <li>● Theories, ideas, or methodologies are not relevant for the issue or problem identified, or may not be clearly differentiated as falling within different disciplines, or may appear to come from only one field of study.</li> <li>● The analysis does not show how the writer's understanding of the issue or problem is deepened by applying multiple disciplinary approaches.</li> <li>● Writer does not identify the courses or the multiple disciplines used in the analysis by course number and title.</li> </ul>
<p><b>Quality of written communication</b></p>	<ul style="list-style-type: none"> <li>● Essay's thesis is clear and provides a well-developed response to the assignment prompt.</li> <li>● Essay's organization is clear and easy to follow.</li> <li>● The language generally conveys meaning to readers. A few surface errors, including questionable word choice, may be present, but do not significantly impede understanding.</li> <li>● Essay features a descriptive title and full citations, if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>● Essay's thesis is not clear or well-developed; response does not adequately address the prompt.</li> <li>● Essay's organization detracts from the reader's ability to understand the points the writer is making; content is not communicated in a consistently clear manner.</li> <li>● Language usage errors sometimes (or often) impede meaning or distract from content.</li> <li>● Essay does not include a descriptive title or is missing citations.</li> </ul>