

Appendix F

ESLO Assignment RUBRICS

ESLO 1-Demonstrate professional behaviors consistent with the respiratory care code of ethics, ethical obligations, and professional conduct.

1. CITI Training Rubric (REST 452)

This training covers many aspects of ethics considerations and history in human research subjects. It is required for this course. The student will complete CITI training and submit completion certificates.

Grading Rubric		
Criteria	Points	Total
Complete all modules as directed (15 points)		
Submit score sheet AND certificate by due date and time (15 points) —OR— Submit score sheet AND Certificate within 5 business days of due date/time (5 points)		
Did not submit score sheet AND certificate within 5 business days after due date (0 points)		
Student name: Feedback:		

2. Professionalism and Continuing Education Rubric (REST 456)

The purpose of this assignment is to help you develop an in-depth position and understanding of what it means to be a professional in respiratory therapy. For the assignment, students will research the topic/concept of professionalism and how it relates to the RT field and develop an original pamphlet capable of communicating to others what it means to be a professional in the RT field.

- = Needs Improvement P = Indicates that I had some questions in this area. + = Strength This assignment is worth 60 points. During the assessment and feedback process the Professional Pamphlet Assessment Form will be used to communicate to you the evaluation of your performance. When "+" or "-" are used for a given criterion it is an indication of a particular strength or area where improvement is needed. The "+" or "-" are not an indication of point values. Total point values, for each section, reflect the instructor's subjective assessment of the work based upon the criteria in that section.			
The Professionalism Pamphlet was assessed using the following <u>criteria</u> (potential points = 40):			
		+/ -	Points
(1)	Professionalism Definition and Description (potential points = 7)		
	(a)	The professionalism pamphlet demonstrates an effective description and definition of professionalism and inclusion of its related foundational/fundamental elements or issues.	
	(b)	The professionalism pamphlet demonstrates a clear and grammatically correct description and definition of professionalism.	
	Total		
	Comments:		
(2)	Background and Descriptive Information (potential points = 7)		
	(a)	The professionalism pamphlet includes appropriate background and descriptive information, and an explanation of what a professional is in your field (be sure to clearly identify your field).	
	(b)	The professionalism pamphlet information is clear and grammatically correct.	
	Total		
	Comments:		
(3)	Understanding (potential points = 10)		
	(a)	When the background and descriptive information is viewed in combination with the description and definition of professionalism it demonstrates that the author has internalized what it means to be a	

		professional, and effectively communicated a true understanding of professionalism beyond a mere listing of what others have had to say about it. This understanding and information was supported by appropriately citing the works of others who were in agreement with the stated position(s).		
	Total			
	Comments:			
(4)	Design and Layout (potential points = 6)			
	(a)	The pamphlet design and layout facilitates communication and presents the information in a professional looking pamphlet.		
	Total			
	Comments:			
(5)	Research Depth and Quality (potential points = 5)			
	(a)	The quality of the author's research is reflected in the resources (4-6 sources [books, professional journals, Web Sites, etc.]). The sources used to develop the professionalism pamphlet represent a cross-section of resources beyond the ones identified in the Course Resource Site. The resources for the pamphlet included – not just Web sites but also information from books, journal articles, etc.		
	Total			
	Comments:			
(6)	APA Format (potential points = 5)			
	(a)	Current APA format was used correctly to properly cite sources of information and list the references used.		
	Total			
	Comments:			
	Grand Total			

3. IPH 356 Ethics and Health Care in a Pluralistic Society (IPH 356)

The course provides students with an ethical framework for decision-making in the context of a pluralistic society. Models and principles of ethical justification among a diversity of cultures and belief systems will be analyzed. Specific applications are made to concerns in clinical and healthcare management. Topics include the right to healthcare, community health ethics, end-of-life issues, and organizational ethics.

Entire course applies to ESLO 1 with objectives below met through quizzes, class participation, midterm exam, and final paper on ethical principles. Completing this course with a passing grade meets these objectives and aids in completing mastery of ESLO 1 for the Respiratory Therapy Degree Completion Program.

- Examine ethics and discuss how to make informed decisions working in healthcare
- Analyze and apply principles of autonomy, informed consent, beneficence, and nonmaleficence.
- Analyze the relationship between market forces and health care.
- Demonstrate the connection between social responsibility and health care ethics.
- Analyze the relationship between technology and health care ethics.
- Examine organizational influences on ethics including fiscal responsibility, culture, and corporate compliance.
- Apply ethical principles to selected patient care issues.
- Examine issues and practices in the inner circle of ethics including moral integrity, and professional codes of ethics

ESLO 2- Demonstrate appropriate critical thinking and problem-solving skills, time management skills, interpersonal communication skills, and technical skills necessary to provide competent respiratory care in multidisciplinary care settings.

1. Leadership Plan Rubric (REST 451)

This project introduces students to basic concepts in strategic planning and provides the opportunity to practice those concepts by developing this type of plan to improve, design, or organize. For this assignment, students choose a topic for a strategic plan with focus on something they want to plan in advance, improve, or explore. Students, then create a strategic plan presentation for a plan with PowerPoint slides.

Grading Rubric – Strategic Planning Assignment	Points Available	Points Awarded
<i>Title of Strategic Plan</i> - Displayed in presentation prominently and conveys topic of plan. (5 pt) - Did not display OR does not convey topic. (0 pt)	5	
<i>Personal Mission, Vision, Values, Goals, Objectives, and Action Steps</i> - All required elements included and clearly identified as instructed (25 pt) 75% of the required elements included and clearly identified (19 pt) 50% of the required elements included and clearly identified (12 pt) 25% of the required elements included and clearly identified (6 pt)	25	
<i>Comprehension</i> - Student has a clear understanding of all 6 main elements of strategic planning (15 pt) - Student has a clear understanding of 5 main elements of strategic planning (12 pt) - Student has a clear understanding of 3-4 main elements of strategic planning (9 pt) - Student has a clear understanding of 2 or less main elements of strategic planning (5 pt)	15	
<i>Creativity</i> - PowerPoint slides consistently demonstrated creativity (5 pt) - PowerPoint slides intermittently demonstrated creativity (3 pt) - PowerPoint slides lack creativity (0 pt)	5	
Total Points	50	
Student: Instructor feedback:		

2. IPH 401 Interprofessional Perspectives on Global Health (IPH 401)

The course introduces students to interprofessional perspectives on global health in four broad modules: Globalization, Health, Systems, and Policy. The applications from each module will situate the concept and practice of global health as a statement that health is a fundamental quality of liberty and equity.

Entire course applies to ESLO 2 with objectives below met through individual and group projects, class participation, discussion boards, and final paper on global healthcare issues. Completing this course with a passing grade meets these objectives and aids in completing mastery of ESLO 2 for the Respiratory Therapy Degree Completion Program.

1. Demonstrate an understanding of the global influence of determinants of health
2. Discuss social and cultural influences on health and healthcare
3. Identify organizational, institutional, and governmental influences which impact health and health care.
4. Demonstrate the impact of common diseases and illness on the health of populations
5. Analyze the effect of global health issues on health and health care in the United States
6. Evaluate global health disparities related to scarce resources from a social justice perspective.
7. Discuss sustainability of strategies which address global health and health care issues
8. Communicate with interprofessional health care providers to address the healthcare needs of diverse populations

ESLO 3- Evaluate evidence-based best practices through research and the critique and interpretation of professional scientific literature.

1. Literature Review Rubric (REST 452)

The purpose of this assignment is to develop students' ability to research a topic of study. For this assignment, students formulate an inquiry question to guide research, locate relevant literature using library and online resources, analyze information from educational journal articles, and synthesize insights into a written literature review.

Evaluation	Exemplary	Competent	Approaching Competence	Does not Meet Requirements	Your Points
	20 pts	19-15 pts	14-10 pts	9-0 pts	
Depth of analysis	Paper goes beyond the assignment to explore the implications of arguments or thoughtful, insightful, and/or original ways.	Paper fully meets the parameters of the assignment but does not exceed them.	Paper does not meet all parameters of the assignment.	Paper does not meet any parameters of the assignment.	
Evidence	Evidence used to support the research question exceeds the minimum requirements in content and/or quantity. And Evidence has been properly formatted to APA 7 th Edition (citations & references). And The connection between argument and evidence is clearly and compellingly articulated in all cases.	Evidence used to support the research question meets the minimum requirements. And Evidence has been properly formatted to APA 7 th Edition (citations and references). And The connection between research topic/question and evidence is clearly articulated.	Evidence used to support the research is present but does not meet the minimum requirements. And/or Evidence is not consistently formatted in APA 7 th Edition (citations and references).	Evidence used to support the research is not present and/or does not relate to research. And/or APA 7 th Edition was not used for any of the presented evidence (citations and references).	
Conclusion	Elegantly synthesizes and reframes key points from the paper. Suggests new perspectives or questions relevant to the central argument and brings closure.	Synthesizes and brings closure but does not examine new perspectives or questions.	Restates the same points as the topic paragraph without reframing them. and/or Introduces new material rather than new perspectives.	Is missing or lacks detail. and/or Repeats the topic paragraph more-or-less verbatim.	
Organization	Organization of paper is logical and quickly apparent. Connections among paragraphs are clearly articulated. Transitions between paragraphs are smooth. Every paragraph makes one distinct and coherent point, expressed in a clear topic sentence; the parts of each paragraph connect logically and persuasively, and internal transitions are smooth.	Organization of paper is logical and apparent, but transitions between paragraphs are not consistently smooth. Every paragraph makes one distinct and coherent point, and the majority of each paragraph connects logically and effectively. In a majority of the paragraphs, the main idea is expressed in a clear topic sentence.	Organization of the paper can only be discerned with effort. and/or Not all parts of the paper fit the organizational structure. and/or Topic sentences are missing or unclear in a majority of paragraphs. and/or In a majority of paragraphs, the parts do not connect logically.	Organization of the paper is not logical or discernable.	
Mechanics & Grammar	Paper is clean and appropriately formatted. There are no incomplete or run-on sentences. There are <u>no</u> spelling/mechanics/grammatical errors.	There are 1 to 3 minor spelling/mechanics/grammatical errors.	There are 4 to <u>10</u> spelling/mechanics/grammatical errors.	Submission has more than 10 spelling/mechanics/grammatical <u>errors</u> .	
TOTAL					

ESLO 4- Assess current issues and trends in health care, including public policy, access, quality improvement, and legal and ethical topics.

1. Environmental Scan Analysis & Action Plan Rubric (REST 456)

For this assignment, students conduct research to complete the Agency & Organization table, detailing each organization's role in supporting practitioners, the profession, healthcare systems, and patients.

Assessment Rubric Part 4 - Population Health Action Plan Paper			
- = Needs Improvement + = Strength This assignment is worth 50 points. During the assessment and feedback process this assessment matrix will be used to communicate to you the evaluation of your performance. When "+"s" or "-"s" are used for a given criterion it is an indication of a particular strength or area where improvement is needed and are not an indication of point values. Total point values, for each section, reflect the instructor's subjective assessment of the work based upon the criteria in that section.			
		+/-	Points
(1) Introduction (potential points = 5)			
(a)	The introduction makes a central claim regarding the selected topic. A major theme or goal is evident.		
(b)	The relevant points of concern are substantiated and clearly articulated.		
(2) Discussion (potential points = 10)			
(a)	The description is a comprehensive description of the topic at hand that includes relevant points that clearly identify the complexities and nuances of the subject.		
(b)	All of the required elements are evident.		
Comments:			
(3) Topic Analysis (potential points = 7.5)			
(a)	The analysis provided reveals a profound understanding of the issue and mitigating factors surrounding the chosen topic.		
(b)	The analysis identifies a clear link between the chosen topic and how the issue impacts current and/or future practice of Respiratory Care and the role the Respiratory Therapist plays in addressing the topic.		
Comments:			
(4) Topic Conclusions (potential points = 7.5)			
(a)	The conclusions provided are clearly stated and relevant to the topic and the analysis provided.		

(b)	The conclusions drawn reveal original thought and demonstrates critical thinking and application of pertinent ideology.		
Comments:			
(5) Plan of Action (potential points = 10)			
(a)	The plan of action provides solutions that are clearly defined in the action steps that will be taken to mitigate the factors impacting the health of our community.		
(b)	The plan of action provides the methodology that will be used to identify if the action steps have been effective in addressing the issue.		
Comments:			
(6) Research Depth and Quality (potential points = 5)			
(a)	The quality of the author's research is reflected in the resources (books, professional journals, Web Sites, etc.). The sources used to develop the report are diverse, representing a cross-section of resources.		
(b)	A minimum of 5 current sources are utilized and cited.		
Comments:			
(7) Scholarly Writing (potential points = 5)			
(a)	Paragraphs are well structured and developed with logical flow of ideas and with clear statements that stay on topic.		
(b)	Current APA format was used correctly for the paper's format including proper citation format for referenced materials.		
(c)	Command of written English is evident, free of errors in grammar, punctuation, and mechanics.		
(b)	The paper meets the word count and length requirements.		
Comments:			
Grand Total			
Before turning in the assignment use a copy of the assessment form and/or assignment as a check sheet to see that all assignment requirements are being met.			

ESLO 5- Develop respiratory education through the diagnosis, management, and treatment of patients affected by cardiopulmonary disorders.

1. Motivational Interview Blog Rubric (REST 453)

This assignment involves practicing motivational interviewing (MI) and teach-back skills with a patient, then summarizing the experience and demonstrating the use of MI techniques. For this assignment, students reflect on the week's articles and video, describing their impact on their understanding of MI, and explain the value of confirming understanding through the teach-back method based on the real-life interaction.

Original Post 15 points	Follow Up Post 15 points	Comments 10 points
5 points – content	5 points – content	10 points – content
5 pts – topic fully discussed with several examples from your experiences and research	5 pts – topic fully discussed with several examples from your experiences and research	8-10 pts - demonstrated that you read their posting by reacting to or asking about what your classmate wrote
3-4 pts – topic only cursorily discussed with only one example provided	3-4 pts – topic only cursorily discussed with only one example provided	4-7 pts – questionable whether you read or understood classmate's posting
1-2 pts – topic barely discussed with no examples provided	1-2 pts – topic barely discussed with no examples provided	0 pts – no demonstration of having read classmate's posting
0 pts – no topic discussed	0 pts – no topic discussed	
5 points – coherency and organization	5 points – coherency and organization	
5 pts – coherent and well-organized	5 pts – coherent and well-organized	
3-4 pts – somewhat difficult to follow	3-4 pts – somewhat difficult to follow	
1-2 pts – not organized	1-2 pts – not organized	
0 pts – no topic discussed	0 pts – no topic discussed	
5 points – accuracy	5 points – accuracy	
5 pts – few errors in spelling and grammar	5 pts – few errors in spelling and grammar	
3-4 pts – many spelling or grammar errors, but still comprehensible	3-4 pts – many spelling or grammar errors, but still comprehensible	
1-2 pts – meaning unclear due to spelling or grammar errors	1-2 pts – meaning unclear due to spelling or grammar errors	
0 pts – no topic discussed	0 pts – no topic discussed	
Original	Follow up	Comments
<u>Overall Total and comments:</u>		

2. Educational Artifact Rubric (REST 453)

The purpose of creating an educational artifact is to provide patients with clear, accurate, and accessible information about their condition, treatment options, and self-management strategies. It demonstrates the student's ability to communicate complex medical concepts in a patient-centered, easy-to-understand format. For this assignment, each student is required to create an educational artifact that they would give to a patient and/or caregiver as a tool or reference to provide education.

FINAL Criteria	Excellent-10	Good-Very Good-6-9	Adequate-3-5	Poor-0-3
Content	Writes clearly, showing mastery of terminology appropriate to the patient's understanding	Writes clearly, frequently using terminology appropriate to the patient's understanding	Demonstrates minimal knowledge of terminology appropriate to the patient's understanding; writing may be unclear	Does not use terminology appropriate to the patient's understanding; overall, writing is unclear
Organization/ Attractiveness	The material has exceptionally attractive formatting and well-organized information.	The material has attractive formatting and well-organized information.	The material has well-organized information or format but not both.	The material's formatting and organization of material is confusing to the reader.
Mechanics and References	Contains no or few errors in usage, sentence structure, punctuation, spelling or typos. Material has appropriate APA 7 reference formatting.	Contains occasional minor errors that do not interfere with clarity. APA 7 formatting used for references with one-two errors	Exhibits frequent errors that detract from overall effectiveness of the writing. References used but not using APA 7 format.	Presents information with no clarity. No references given.
Facts	Knowledge given to the patient demonstrates all of the following characteristics. It is trusted, reliable, and up-to-date	Knowledge given to the patient demonstrates all but one of the following characteristics. It is trusted, reliable, and up-to-date	Knowledge given to the patient demonstrates only one of the following characteristics. It is trusted, reliable, and up-to-date	Knowledge given to the patient demonstrates none of the following characteristics. It is trusted, reliable, and up-to-date
Components	All required components of patient education are delivered to the patient.	One component of patient education may be missing in the script.	Two components of the patient education are missing in the script.	All or Most components of patient education are missing in the script.
Criteria	Excellent-5	Good-Very Good-3-4	Adequate-1-2	Poor-0
Patient/ Disease Process	Both the patient and the disease process is explained in great detail.	Both the patient and the disease process is explained. Could give more information.	Either the patient or the diseases process is not explained well.	Neither the patient nor disease process is explained
Graphics/ Pictures	Graphics match the topic and text in section where placed. Each section has no more than two graphics and there are at least a total of three graphics used. Graphics appropriate for audience.	Graphics go well with the text, but there are so many (more than two per section) that they distract from the text. Graphics may not be appropriate for audience.	Graphics go well with the text, but there are too few (less than three graphics for entire material) and the material seems "text-heavy". Or too few graphics are given.	Graphics do not go with the accompanying text or appear to be randomly chosen or no graphics are presented.
Comments:				

ESLO 6- Apply and evaluate information in relation to the advanced medical treatment of the critically ill adult patient relevant to his/her role as an advanced level respiratory therapist.

1. Final Exam Content Outline (REST 454)

The purpose of this exam is to assess students related to advanced medical treatment and management of critically ill adult patients. By covering interdisciplinary team collaboration, communication techniques, critical thinking skills, patient care protocols, and advanced airway management strategies, the exam ensures that students are equipped to provide evidence-based, patient-centered care in high-stakes ICU environments.

Objective Content	Type of Question			
	Recall	Application	Analysis	Synthesis
Identify common ICU Problems	3		1	1
Recommend Appropriate Treatment Based on ICU Problem	2	1		
Analyze/Interpret Laboratory Values	1			
Critical Care Patient Respiratory Illness Examination	4	1		
Recommend Optimal Methods of Treatment of Critical Care Patient Respiratory Illness	2		1	
Critical Care Patient Nutrition Methods/Importance		1	2	
Critical Care Patient Renal Function Assessment	2	1		
Critical Care Patient Renal Function Treatment Outcomes Evaluation	1			
Define Critical Care Infectious Diseases	2	1		
Identify Critical Care Infectious Diseases	3	1	1	
Apply ICU Teamwork Concepts	1	1	1	2
Evaluation of End-of-Life and Organ Donation Issues	3	1	4	
Totals	24	8	10	3

ESLO 7- Illustrate understanding of the importance of pulmonary rehabilitation and its impact on cardiopulmonary disorders

1. Pulmonary Rehabilitation Pamphlet Rubric (REST 455)

This assignment helps respiratory therapy students develop effective communication and patient education skills by creating an accessible resource that informs patients about pulmonary rehabilitation programs and their benefits. For the assignment, students create an individualized patient education artifact, such as a brochure or pamphlet, that thoroughly explains pulmonary rehabilitation by answering specific questions.

GRADING RUBRIC	AVAILABLE POINTS
Organization of Information Presented - Each section in the brochure has a clear beginning, middle, and end. <i>(3 points)</i> 99 - 75% of the sections of the brochure have a clear beginning, middle, and end. <i>(2 points)</i> 74 - 50% of the sections of the brochure have a clear beginning, middle, and end. <i>(1 point)</i> - Less than 50% of the sections of the brochure have a clear beginning, middle, and end. <i>(0 points)</i>	3
Content - Accuracy and Information Validity - All facts in the brochure are accurate, cited, and match sources. <i>(8 points)</i> 90 - 99% of the facts in the brochure are accurate, and/or ¼ sources not cited, and/or ¼ content doesn't match sources. <i>(6 points)</i> 80 - 89% of the facts in the brochure are accurate, and/or ½ sources not cited, and/or ½ content doesn't match sources. <i>(4 points)</i> - Less than 80% of the facts in the brochure are accurate, and/or ¾ sources not cited, and/or ¾ content doesn't match sources. <i>(2 points)</i>	8
Spelling & Mechanics - No spelling errors and all sections of brochure are free of writing errors. <i>(6 points)</i> - No more than 2 spelling and/or writing errors are present. <i>(4 points)</i> - No more than 3 spelling and/or writing errors are present. <i>(2 point)</i> - More than 3 spelling and/or writing errors are present. <i>(0 points)</i>	6
Attractiveness - The brochure has exceptionally attractive formatting, i.e. if the brochure is a trifold, the pamphlet folds and content aligns within formatting. <i>(4 points)</i> - The brochure's formatting is logical but lacks creativity and attractiveness. <i>(2 points)</i> - The brochure's formatting of material is confusing to the reader. <i>(0 points)</i>	4
Graphics/ Pictures - Graphics match the topic and text of the section where placed. Each section has no more than two graphics and there are at least a total of three graphics used. <i>(4 points)</i> - Graphics go well with the text, but there are too many (more than two per section) and distract from the text. <i>(3 points)</i> - Graphics go well with the text, but there are too few (less than three graphics for entire brochure) and the brochure seems "text-heavy". <i>(2 points)</i> - Graphics do not go with the accompanying text or appear to be randomly chosen. <i>(0 points)</i>	4
Total Points	25

ESLO 8- Examine effective leadership techniques and practices used in the healthcare setting.

1. Leadership Plan Rubric (REST 451)

This project introduces students to basic concepts in strategic planning and provides the opportunity to practice those concepts by developing this type of plan to improve, design, or organize. For this assignment, students choose a topic for a strategic plan with focus on something they want to plan in advance, improve, or explore. Students, then create a strategic plan presentation for a plan with PowerPoint slides.

Grading Rubric – Strategic Planning Assignment	Points Available	Points Awarded
<i>Title of Strategic Plan</i> - Displayed in presentation prominently and conveys topic of plan. (5 pt) - Did not display OR does not convey topic. (0 pt)	5	
<i>Personal Mission, Vision, Values, Goals, Objectives, and Action Steps</i> - All required elements included and clearly identified as instructed (25 pt) 75% of the required elements included and clearly identified (19 pt) 50% of the required elements included and clearly identified (12 pt) 25% of the required elements included and clearly identified (6 pt)	25	
<i>Comprehension</i> - Student has a clear understanding of all 6 main elements of strategic planning (15 pt) - Student has a clear understanding of 5 main elements of strategic planning (12 pt) - Student has a clear understanding of 3-4 main elements of strategic planning (9 pt) - Student has a clear understanding of 2 or less main elements of strategic planning (5 pt)	15	
<i>Creativity</i> - PowerPoint slides consistently demonstrated creativity (5 pt) - PowerPoint slides intermittently demonstrated creativity (3 pt) - PowerPoint slides lack creativity (0 pt)	5	
Total Points	50	
Student: Instructor feedback:		

2. Professional and Regulatory Quiz Content (REST 456)

The purpose of the assignment is to assess and enhance students' understanding of the professional standards, legal requirements, and ethical responsibilities that govern respiratory therapists in leadership roles

Objective Content	Questions
1. AARC	
a. Mission and Vision	2
b. Membership Benefits	1
2. State Society	
a. Professional Affiliation	1
b. Mission	1
3. Center for Medicare and Medicaid Services	
a. Compliance Standards	1
4. NBRC	
a. Purpose and Function	1
5. State Licensing	
a. Responsible Department	1
b. Continuing Education	1
6. The Joint Commission	
a. Purpose and Function	1

ESLO 9- Apply knowledge learned to specific areas of respiratory therapy through independent research.

1. Project of Independent Research (REST 460)

This assignment requires students to select a topic relevant to respiratory therapy, explore appropriate research methodologies, and outline a plan for presenting their findings. By completing a research project that includes a chosen methodology, learning objectives, and presentation, students will develop foundational skills in research.

Evaluation	Exemplary	Competent	Approaching Competence	Does not Meet Requirements	Your Points
Objectives	20 pts Project exceeds every stated objective in thoughtful, insightful, and/or original ways.	19-14 pts Project fully meets the stated objectives but does not exceed them.	13-6 pts Project does not meet all stated objectives of the assignment.	5-0 pts Project does not meet any stated objectives of the assignment.	
Evidence	Evidence used to support the research question exceeds the minimum requirements in content and/or quantity. AND Evidence has been properly formatted to APA 7 th Edition (citations & references). AND The connection between argument and evidence is clearly and compellingly articulated in all cases.	Evidence used to support the research question meets the minimum requirements. AND Evidence has been properly formatted to APA 7 th Edition (citations and references). AND The connection between research topic/question and evidence is clearly articulated.	Evidence used to support the research is present but does not meet the minimum requirements. OR Evidence is not consistently formatted in APA 7 th Edition.	Evidence used to support the research is not present and/or does not relate to research. OR APA 7 th Edition was not used for any of the presented evidence.	
Conclusion	Elegantly synthesizes and reframes key points from the project. Suggests new perspectives or questions relevant to the central argument and brings closure.	Synthesizes and brings closure but does not examine new perspectives or questions.	Restates the same points as the topic paragraph/section without reframing them. and/or Introduces new material rather than new perspectives.	Is missing or lacks detail. and/or Repeats the topic paragraph/section more-or-less verbatim.	
Organization	Organization of project is logical and quickly apparent. Connections among paragraph/sections are clearly articulated. Transitions between paragraph/sections are smooth. Every paragraph/section makes one distinct and coherent point, expressed in a clear topic sentence; the parts of each paragraph/section connect logically and persuasively, and internal transitions are smooth.	Organization of project is logical and apparent, but transitions between paragraph/sections are not consistently smooth. Every paragraph/section makes one distinct and coherent point, and the majority of each paragraph/section connects logically and effectively. In a majority of the paragraph/sections, the main idea is expressed in a clear topic sentence.	Organization of the project can only be discerned with effort. and/or Not all parts of the project fit the organizational structure. and/or Topic sentences are missing or unclear in a majority of paragraph/sections. and/or In a majority of paragraph/sections, the parts do not connect logically.	Organization of the project is not logical or discernable.	
Mechanics & Grammar	Project is clean and appropriately formatted. There are no incomplete or run-on sentences. There are no spelling/mechanics/grammatical errors.	There are 1 to 3 minor spelling/mechanics/grammatical errors.	There are 4 to 10 spelling/mechanics/grammatical errors.	Submission has more than 10 spelling/mechanics/grammatical errors.	
TOTAL					