

Professional Philosophy Assignment

Criteria	Levels of Achievement			
	1 – Beginning	2 – Developing	3 – Competent	4 – Accomplished
Grammar/Writing	Fails to reach developing level.	<p>Presents major and/or frequent errors in use of punctuation, grammar, capitalization, relevant citation format, etc. Errors sometimes interfere with clarity.</p> <p>Presents writing that is clear some of the time. May have some awkward sentences.</p> <p>Organization is ineffective. Transitions between paragraphs are inconsistent or awkward.</p>	<p>Uses accurate punctuation, grammar, capitalization, relevant citation format, etc. with minor or minimal errors that do not interfere with clarity.</p> <p>Presents writing that is clear most of the time.</p> <p>Organization is developed around claims and supporting evidence. Presents effective transitions between paragraphs.</p>	<p>Uses nearly error free and accurate punctuation, grammar, capitalization, relevant citation format, etc.</p> <p>Presents writing that is sophisticated and engages reader with a distinctive voice.</p> <p>Organization is clearly and logically developed around claims and supporting evidence. Presents seamless transitions between paragraphs.</p>
Oral Communication	<p>Presentation aids fail to support presentation, or are poorly designed or implemented. Speaker reads from presentation aid.</p> <p>Nonverbal cues do not support the language and are distracting.</p> <p>Fails to meet expectations of the presentation goals. Does not adhere to time limits.</p>	<p>Presentation aids somewhat support presentation. Speaker sometimes reads from the presentation aid.</p> <p>Nonverbal cues are used to support the language, but are sometimes incongruent or distracting.</p> <p>Marginally meets expectations of the presentation goals (informative, persuasive, ceremonial, etc.).</p>	<p>Presentation aids support presentation but do not substitute for the speech. Aids are well-designed, clear, and skillfully incorporated. Speaker does not read from the presentation aid.</p> <p>Nonverbal cues are appropriately used to support the language. Meets expectations of the presentation</p>	<p>Presentation aids enhance and support presentation but do not substitute for the speech. Aids are well-designed, clear, and skillfully incorporated. Speaker does not read from the presentation aid.</p> <p>Exceptional use of nonverbal cues to emphasize, highlight and enhance language.</p>

	Message not suitable to occasion.	Problems adhering to proper time limits. Message suitable to occasion.	goals (informative, persuasive, ceremonial, etc.). Adheres to proper time limits. Message suitable to occasion.	Offers novel approach to the goals of the presentation. Adheres to proper time limits. Message suitable to occasion.
Points	0	1	3	5
Written Content	<p>Overall disorganization. Difficult to follow logic.</p> <p>Does not address the assignment prompts or integrate relevant information/research. Sources used but not cited.</p>	<p>Somewhat organized introduction, main points, and conclusion; Unfolds somewhat logically.</p> <p>Adequately addresses most of the assignment prompts. Integrates some information/research but may at times be irrelevant, inaccurate, or outdated.</p> <p>Sources cited in some portions.</p>	<p>Clearly organized introduction, main points, and conclusion; unfolds logically.</p> <p>Concisely but adequately addresses each assignment prompt. Integrates relevant, accurate, recent information/research with sufficient breadth and depth. Sources clearly and accurately cited in some portions.</p>	<p>Clearly and strategically organized introduction, main points, and conclusion; unfolds logically.</p> <p>Concisely, yet thoroughly, addresses each assignment prompt. Integrates relevant, accurate, recent information/research With significant breadth, depth and creativity. Sources clearly and accurately cited throughout.</p>
Points	0 - 5	6 - 14	15 – 24	25
Oral Content	<p>Overall disorganization. Difficult to follow logic.</p> <p>Does not integrate information/research. Displays little or no sensitivity when discussing ethical issues. Sources used but not cited.</p>	<p>Somewhat organized introduction, main points, and conclusion; Unfolds somewhat logically.</p> <p>Integrates some information/research but may at times be irrelevant, inaccurate, or outdated. Displays some sensitivity when discussing ethical issues.</p>	<p>Clearly organized introduction, main points, and conclusion; unfolds logically .</p> <p>Integrates relevant, accurate, recent information/research with sufficient breadth and depth. Displays sensitivity when discussing ethical issues. Sources clearly and accurately cited in</p>	<p>Clearly and strategically organized introduction, main points, and conclusion; unfolds logically.</p> <p>Integrates relevant, accurate, recent information/research With significant breadth, depth and creativity. Displays sensitivity when discussing ethical issues with</p>

		Sources cited in some portions of presentation.	some portions of presentation.	perceptivity and insight. Sources clearly and accurately cited throughout presentation
Points	0 - 4	5 - 9	10 - 14	15