

**BA SLO 4: Students can demonstrate critical thinking and write analytically.**

	4	3	2	1
<b>A. Topic/Theme and content</b>	Has a strong clear central topic/theme throughout the text, evident in clear introduction of the topic, its significance, and compelling conclusions. The content is well organized and presents persuasive, logical, and coherent evidence-based arguments employing appropriate theoretical frameworks and methods.	Has a clear central topic/theme throughout the text. Content is coherent and well selected with respect to topic/theme. Able to identify the theoretical frameworks or methods that are appropriate to analyze the research issues.	Has a central topic/theme supported by some relevant content. Demonstrates the awareness that a theoretical framework or method can be applied to analyze the research issues. Some organizational challenges detract from author's engagement with topic or content.	Multiple ideas are presented but there is not a central idea. Content presents simple ideas or is often not relevant. Great effort is needed to discern the arguments. Does not demonstrate awareness of theoretical framework or methods when analyzing a research issue. The organization is confusing.
<b>B. Context and Positionality</b>	Clearly articulates the topic/theme in relation to relevant historical or contemporary theoretical, social, cultural, and/or personal contexts.	Identifies some contexts with historical or contemporary relevance. Theoretical, social, cultural, and personal contexts are consistently and logically related to the topic/theme.	Acknowledges some aspects of context when presenting a position. The context identified may only be peripherally relevant to the topic/theme.	Does not present a position using relevant context. Does not demonstrate author's positionality.
<b>C. Student's position</b>	Specific position (perspective, thesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis) are acknowledged in response to alternative perspectives.	Specific position (perspective, thesis) is consistently established throughout the writing, taking into account some of the complexities of an issue and demonstrating some awareness of alternative perspectives.	Specific position (perspective/thesis) is established but not consistently engaged throughout the writing. Complexities of an issue and possibility of alternate perspectives are raised but not consistently explored.	Specific position (perspective, thesis) is stated but is simplistic and obvious. Complexities and alternative perspectives are not acknowledged.
<b>D. Genre and disciplinary conventions</b>	Demonstrates skillful and consistent use of conventions appropriate to a particular writing task, including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions appropriate to a particular writing task, including organization, content, presentation, and stylistic choices.	Minimally follows expectations and conventions appropriate to a particular writing task for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
<b>E. Sources</b>	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate to Pacific Islands Studies and related disciplines and to the writing genre. All citations and references are used and formatted correctly and consistently.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within Pacific Islands Studies and related disciplines and are appropriate to the writing genre. Most citations and references are used and formatted correctly and consistently.	Demonstrates an attempt to use credible sources relevant to Pacific Islands Studies and related disciplines. Some citations and references are used and formatted correctly and consistently.	Demonstrates an attempt to use sources to support ideas in the writing. Few or no citations and references are used or formatted correctly and consistently.
<b>F. Control of syntax and mechanics</b>	Is proofread, edited, polished, and with minimum spelling and syntax errors.	Is proofread, edited, and with some language errors that do not hinder comprehension.	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 or inconsistencies in usage. Includes multiple spelling or grammatical errors.