

General Education Assessment Sub-Committee Recommendations

To the General Education Committee

3/16/2012

CONTENT DEFINITION and SLO –

DEFINITION = “Content is knowledge of the concepts, principles, terminology and methodologies used within the discipline.”

SLO = “Students demonstrate competence in the terminology, concepts, methodologies and theories used within the discipline.”

COMMUNICATION DEFINITION and SLO –

DEFINITION = “Communication is the development and expression of ideas in written and oral forms.”

SLO = “Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.”

CRITICAL THINKING DEFINITION and SLO -

DEFINITION = “Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.”

SLO = “Students analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems.”

Critical Thinking Rubric DRAFT – 3/1/12

	Exemplary	Proficient	Acceptable	Unacceptable
	4	3	2	1
Explanation of Issues	Issue/problem to be considered critically is stated clearly and described comprehensively.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, and backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence/Analysis	Skillfully uses high quality, credible, relevant sources to thoroughly (systematically and methodically) investigate and analyze multiple alternate points of view, revealing insightful patterns and differences or similarities within the topic.	Consistently uses credible, relevant sources to adequately question and analyze alternate points of view, revealing important patterns and differences or similarities within the topic.	Attempts to use credible, relevant sources and questions some evidence or data. Analysis does not effectively reveal important patterns, differences or similarities within the topic.	Demonstrates minimal to no attempt to use sources to support ideas. Shows little to no awareness of evidence and bases analysis on a single source or unclear evidence.
Conclusion	Comprehensively discusses implications and conclusions considering all relevant data and evidence. A clear and precise point of view and conclusion is formulated and presented.	Discusses implications and conclusions, considering most but not all the relevant data and evidence. A clear point of view or conclusion is presented.	Suggests some implications and conclusions but without clear reference to the data and evidence. A vague and indecisive point of view or conclusion is presented based on weak evidence.	Fails to formulate and clearly express their own point of view and does not consider the evidence and data when forming judgments.

General Communications Rubric – DRAFT – Approved by General Education Assessment Committee 012612

	4	3	2	1
Content	Demonstrates a thorough understanding of content, audience, and purpose that is responsive to the assigned tasks and demonstrates successful understanding of practices particular to the specific discipline.	Demonstrates adequate consideration of content, audience, and purpose; a clear focus on the assigned tasks and demonstrates consistent use of practices particular to the specific discipline.	Demonstrates awareness of content, audience, purpose and to the assigned tasks; attempts to use consistent practices particular to the specific discipline.	Demonstrates minimal consideration of content, audience, and purpose; lacks a clear focus on the assigned tasks and demonstrates minimal use of practices particular to the specific discipline.
Syntax and Mechanics <i>Specific to written communication</i>	Organizational structure is clearly and consistently observable, aided by writer's careful attention to coherence and sophisticated use of transitions. Uses language that skillfully communicates meaning with clarity and fluency, and is virtually error free.	Organizational structure is easily understood, aided by writer's attention to coherence and use of transitions. Uses language that communicates meaning with fluency, and is nearly error free.	Organizational structure is intermittently observable, use of transitions is lacking. Uses language that generally conveys meaning with clarity, although writing may include some errors.	Organizational structure is not observable. Uses language that sometimes impedes meaning because of errors in usage.
Delivery <i>Specific to oral communication</i>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling and the speaker is polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting and the speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable and the speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation and the speaker appears uncomfortable.