

COMMUNICATION RUBRIC

	Outstanding	Satisfactory	Unsatisfactory
Content	Skillfully demonstrates knowledge of content, audience, and purpose (responsive to the assigned tasks and demonstrating thorough understanding of practices particular to the specific discipline.)	Demonstrates knowledge of content, audience, and purpose, (with a clear focus on the assigned tasks, and demonstrating consistent use of practices particular to the specific discipline.)	Fails to demonstrate sufficient knowledge of content, audience, and purpose, (lacks a clear focus on the assigned tasks and does not use 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 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 not observable. Uses language that impedes meaning because of errors in usage.
Delivery <i>Specific to oral communication</i>	The speaker (presenter) demonstrates compelling and polished performance through posture, gestures, eye contact and vocal expression.	The speaker (presenter) demonstrates appropriate performance through posture, gestures, eye contact, and vocal expression.	The speaker (presenter) fails to demonstrate appropriate performance through posture, gestures, eye contact, and vocal expression.

CRITICAL THINKING RUBRIC

	Outstanding	Satisfactory	Unsatisfactory
Explanation of Issues	Clearly identifies and summarizes main issues and successfully explains why they are problems or how they create questions; identifies embedded or implicit issues, addressing their relationship to each other.	Identifies and summarizes the main issues, but does not explain why they are problems or how they create questions.	Fails to identify, summarize, or explain the main problem or question. Represents the issues inaccurately or inappropriately.
Evidence/Analysis	Skillfully uses high quality, credible, relevant sources to thoroughly (systematically and methodically) investigate and analyze multiple alternate points of view, revealing important differences or similarities within the topic.	Uses credible, relevant sources to question and analyze alternate points of view, revealing differences or similarities within the topic.	Fails to demonstrate use of sources to support ideas. Shows little to no awareness of evidence and bases analysis on a single source or unclear evidence.
Conclusion	Discusses implications and conclusions comprehensively, considering all relevant data and evidence. A clear and precise point of view and conclusion are 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.	Fails to formulate and clearly express a clear point of view and does not consider the evidence and data when forming judgments.

CONTENT KNOWLEDGE RUBRIC

	OUTSTANDING	SATISFACTORY	UNSATISFACTORY
Concepts/Principles	Skillfully and insightfully interprets and applies concepts and principles in the discipline.	Interprets and applies concepts and principles in the discipline.	Fails to interpret and apply course concepts and principles in the discipline.
Terminology	Demonstrates knowledge and appropriate use of terminology within the discipline.	Demonstrates knowledge of terminology within the discipline.	Fails to demonstrate sufficient knowledge of terminology used within the discipline.
Methodologies	Demonstrates knowledge of and appropriate application of methods used within the discipline.	Demonstrates knowledge of methods used within the discipline.	Fails to demonstrate sufficient knowledge of methods used within the discipline

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.”