

Assessment Rubric Shell

Student _____ Course _____ Date _____

Intended Outcome:

Performance Area	Rating =	Rating =	Rating =	Rating =	SCORE
Comments:					TOTAL <hr/> out of ()

Written Communication Skills Rubric

Student _____ Course _____ Date _____

Intended Outcome. The student will use clear and concise communication in the written form.

Performance Area	Rating = 4	Rating = 3	Rating = 2	Rating = 1	Score
Structure	Written work has clear and appropriate beginning, development and conclusion. Paragraphing and transitions are also clear and appropriate.	Written work has adequate beginning, development and conclusion. Paragraphing and transitions are also adequate.	Written work has weak beginning, development and conclusion. Paragraphing and transitions are also deficient.	Organizational structure and paragraphing have serious and persistent errors.	
Content	The length of the written work provides in-depth coverage of the topic, and assertions are clearly supported by evidence.	The length of the written work is sufficient to cover the topic, and assertions are supported by evidence.	Written work does not do an adequate job of covering the assigned topic, and assertions are weakly supported by evidence.	Written work does not cover the assigned topic, and assertions are not supported by evidence.	
Mechanics	Written work has no major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work is relatively free of errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work has several major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work has serious and persistent errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	
Total					
Overall Score = Total/3					

Oral Communication Skills Assessment Rubric

Student _____ Course _____ Date _____

Intended Outcome. The student will use clear and concise communication in the oral form.

Performance Area	Rating = 4	Rating = 3	Rating = 2	Rating = 1	Weighted Ratings
Organization	Presenter follows logical sequence and provides explanations/elaboration.	Presenter follows logical sequence, but fails to elaborate.	Presenter does not follow logical sequence (jumps around in presentation).	There is no logical sequence of information.	40% times rating () Perf. Area Rating
Eye Contact	Presenter seldom returns to notes, maintaining eye contact with audience throughout the presentation.	Presenter maintains eye contact with audience most of the time, but frequently returns to notes.	Presenter reads most of report, but occasionally makes eye contact with audience.	Presenter reads entire report, making no eye contact with audience.	20% times rating () Perf. Area Rating
Delivery	Presenter speaks clearly and loud enough for all in audience to hear, makes no grammatical errors, and pronounces all terms correctly and precisely.	Presenter speaks clearly and loud enough to be heard by most in audience, makes relatively few grammatical errors, and pronounces most terms correctly.	Presenter's voice is relatively clear, but too low to be heard by those in the back of the room. Presenter makes several major grammatical errors, and mispronounces some terms.	Presenter mumbles, mispronounces terms, and makes serious and persistent grammatical errors throughout presentation. Presenter speaks too quietly to be heard by many in audience.	40% times rating () Perf. Area Rating
Comments:					OVERALL _____

Problem Solving Skills Assessment Rubric

Student _____ Course _____ Date _____

Intended Outcome. The student will use inquiry and quantitative and analytical reasoning to solve problems.

Performance Area	Meets/Exceeds Standards (6-7)	Approaching Standards (4-5)	Less Than Adequate (2-3)	Limited (0-1)	SCORE
Defining the Problem	Student states the problem clearly and identifies underlying issues.	Student adequately defines the problem.	Student fails to define the problem adequately.	Student does not identify the problem.	<hr/> out of 7
Developing a Plan to Solve the Problem	Student develops a clear and concise plan to solve the problem, with alternative strategies, and follows the plan to conclusion.	Student develops an adequate plan and follows it to conclusion.	Student develops a marginal plan, and does not follow it to conclusion.	Student does not develop a coherent plan to solve the problem.	<hr/> out of 7
Collecting and Analyzing Information	Student collects information from multiple sources and analyzes the information in-depth.	Student collects adequate information and performs basic analyses.	Student collects inadequate information to perform meaningful analyses.	Student collects no viable information.	<hr/> out of 7
Interpreting Findings and Solving the Problem	Student provides a logical interpretation of the findings and clearly solves the problem, offering alternative solutions.	Student provides an adequate interpretation of the findings and solves the problem, but fails to provide alternatives.	Student provides an inadequate interpretation of the findings and does not derive a logical solution to the problem.	Student does not interpret the findings/reach a conclusion.	<hr/> out of 7
Comments:					TOTAL <hr/> out of 28

GENERAL EDUCATION SKILLS ASSESSMENT RUBRIC
(Written Communication, Oral Communication and Problem Solving Skills)

Student _____ Course _____ Date _____

Intended Outcomes with Performance Standards	Below Standards	Meets Standards	Exceeds Standards	SCORE
<p>Intended Outcome: the student will use clear and concise communication in the written form.</p> <p>Performance Standards:</p> <ul style="list-style-type: none"> • Written work has clear and appropriate beginning, development and conclusion. Paragraphing and transitions are also clear and appropriate. • The length of the written work provides in-depth coverage of the topic, and assertions are clearly supported by evidence. • Written work has no major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization. 	<p align="center">[] 0-1</p> <p align="center">[] 0-1</p> <p align="center">[] 0-1</p>	<p align="center">[] 2-3</p> <p align="center">[] 2-3</p> <p align="center">[] 2-3</p>	<p align="center">[] 4-5</p> <p align="center">[] 4-5</p> <p align="center">[] 4-5</p>	<p align="center">_____</p> <p align="center">out of 15</p>
<p>Intended Outcome: the student will use clear and concise communication in the oral form.</p> <p>Performance Standards:</p> <ul style="list-style-type: none"> • Presenter follows logical sequence and provides explanations/elaboration. • Presenter seldom returns to notes, maintaining eye contact with audience throughout the presentation. • Presenter speaks clearly and loud enough for all in the audience to hear, makes no grammatical errors, and pronounces all terms correctly and precisely. 	<p align="center">[] 0-1</p> <p align="center">[] 0-1</p> <p align="center">[] 0-1</p>	<p align="center">[] 2-3</p> <p align="center">[] 2-3</p> <p align="center">[] 2-3</p>	<p align="center">[] 4-5</p> <p align="center">[] 4-5</p> <p align="center">[] 4-5</p>	<p align="center">_____</p> <p align="center">out of 15</p>
<p>Intended Outcome: the student will use inquiry and quantitative and analytical reasoning to solve problems.</p> <p>Performance Standards:</p> <ul style="list-style-type: none"> • Student states the problem clearly and identifies underlying issues. • Student develops a clear and concise plan to solve the problem, with alternative strategies, and follows the plan to conclusion. • Student collects information from multiple sources and analyzes the information in-depth. • Student provides a logical interpretation of the findings and clearly solves the problem, offering alternative solutions. 	<p align="center">[] 0-1</p> <p align="center">[] 0-1</p> <p align="center">[] 0-1</p> <p align="center">[] 0-1</p>	<p align="center">[] 2-3</p> <p align="center">[] 2-3</p> <p align="center">[] 2-3</p> <p align="center">[] 2-3</p>	<p align="center">[] 4-5</p> <p align="center">[] 4-5</p> <p align="center">[] 4-5</p> <p align="center">[] 4-5</p>	<p align="center">_____</p> <p align="center">out of 20</p>
<p>Comments:</p>				<p align="center">TOTAL</p> <p align="center">_____</p> <p align="center">out of 50</p>

GENERAL EDUCATION SKILLS ASSESSMENT RUBRIC

Student _____ Course _____ Date _____

Intended Outcomes with Performance Standards	Possible Points	Points Awarded
<p>Intended Outcome: the student will use clear and concise communication in the written form.</p> <p>Performance Standards:</p> <ul style="list-style-type: none"> • Written work has clear and appropriate beginning, development and conclusion. Paragraphing and transitions are also clear and appropriate. • The length of the written work provides in-depth coverage of the topic, and assertions are clearly supported by evidence. • Written work has no major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization. 	<p style="text-align: center;">5 points</p> <p style="text-align: center;">5 points</p> <p style="text-align: center;">5 points</p>	
<p>Intended Outcome: the student will use clear and concise communication in the oral form.</p> <p>Performance Standards:</p> <ul style="list-style-type: none"> • Presenter follows logical sequence and provides explanations/elaboration. • Presenter seldom returns to notes, maintaining eye contact with audience throughout the presentation. • Presenter speaks clearly and loud enough for all in the audience to hear, makes no grammatical errors, and pronounces all terms correctly and precisely. 	<p style="text-align: center;">5 points</p> <p style="text-align: center;">5 points</p> <p style="text-align: center;">5 points</p>	
<p>Intended Outcome: the student will use inquiry and quantitative and analytical reasoning to solve problems.</p> <p>Performance Standards:</p> <ul style="list-style-type: none"> • Student states the problem clearly and identifies underlying issues. • Student develops a clear and concise plan to solve the problem, with alternative strategies, and follows the plan to conclusion. • Student collects information from multiple sources and analyzes the information in-depth. • Student provides a logical interpretation of the findings and clearly solves the problem, offering alternative solutions. 	<p style="text-align: center;">5 points</p> <p style="text-align: center;">5 points</p> <p style="text-align: center;">5 points</p> <p style="text-align: center;">5 points</p>	
<p>Comments:</p>	<p>Possible Points</p> <p>50</p>	<p>Points Awarded</p> <p>()</p>