

**Writing Rubric**

Student \_\_\_\_\_

Date \_\_\_\_\_

Course \_\_\_\_\_

Assignment \_\_\_\_\_

1 <i>low</i>	2	3	4 <i>high</i>	Comments
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**ACHIEVES THE INTENDED PURPOSE IN THE WRITING TASK**

Demonstrates awareness of purpose and audience				
Fulfills assignment directions				
Adheres to manuscript form				

**FULLY AND SPECIFICALLY DEVELOPS IDEAS**

Formulates a focused and defensible thesis				
Includes an effective introduction and conclusion				
Adequately develops the thesis with specific support				
Presents ideas that are clear, insightful, and thought-provoking				

**ORGANIZES IDEAS EFFECTIVELY**

Organizes major ideas logically and consistently				
Organizes supporting ideas logically and consistently				
Provides transitions which smoothly link ideas				
Maintains a clear focus				

**ADHERES TO RULES IN MECHANICS AND STYLE**

Proofreads to ensure correctness				
Uses correct and varied sentence structure				
Uses standard English				
Uses language which is clear, concise and appropriate				

**OVERALL COMMENTS:**

**Writing Rubric for Researched Essays**

Student \_\_\_\_\_

Date \_\_\_\_\_

Course \_\_\_\_\_

Assignment \_\_\_\_\_

	1 <i>low</i>	2	3	4 <i>high</i>	Comments
<b>ACHIEVES THE INTENDED PURPOSE IN THE WRITING TASK</b>					
Demonstrates awareness of purpose and audience					
Fulfills assignment directions					
Adheres to manuscript form					
<b>FULLY AND SPECIFICALLY DEVELOPS IDEAS</b>					
Formulates a focused and defensible thesis					
Includes an effective introduction and conclusion					
Adequately develops the thesis with specific and accurate support					
Presents ideas that are clear, insightful, and thought-provoking					
<b>ORGANIZES IDEAS EFFECTIVELY</b>					
Organizes major ideas logically and consistently					
Organizes supporting ideas logically and consistently					
Provides transitions which smoothly link ideas					
Maintains a clear focus					
<b>ADHERES TO RULES IN MECHANICS AND STYLE</b>					
Proofreads to ensure correctness					
Uses correct and varied sentence structure					
Uses standard English					
Uses language which is clear, concise, and appropriate					
<b>INCORPORATES/DOCUMENTS BORROWED INFORMATION CORRECTLY</b>					
Determines credibility of sources					
Includes research to substantiate major points					
Provides analysis/interpretation of evidence as it relates to thesis					
Incorporates borrowed information correctly					
Documents borrowed information correctly					
Understands and does not commit plagiarism					

**OVERALL COMMENTS:**

**Reading Rubric**

Student \_\_\_\_\_

Date \_\_\_\_\_

Course \_\_\_\_\_

Assignment \_\_\_\_\_

	1 <i>low</i>	2	3	4 <i>high</i>	Comments
<b>DEMONSTRATES COMPREHENSION OF TEXT</b>					
Uses terminology correctly					
Recognizes main ideas and supporting details					
Recognizes patterns of organization, transitions, and relationships among ideas					
Summarizes, outlines and/or maps information accurately and thoroughly					
<b>DEMONSTRATES CRITICAL THINKING</b>					
Consistently distinguishes between fact and opinion					
Makes accurate and insightful inferences and predictions solidly based on evidence					
Draws insightful analogies between written material and experience					
Recognizes writer's purpose, bias, tone, point of view, and style					
Shows insightful understanding of implied levels of meaning in connotations and figures of speech					
<b>DEMONSTRATES ABILITY TO EVALUATE TEXT</b>					
Identifies writer's arguments and the most important assumptions and support on which they are based					
Shows awareness of the characteristics of reliable sources and plausible evidence					
When appropriate, demonstrates awareness of elements of literary writing such as plot, character, and effective word choice.					

**OVERALL COMMENTS:**

**Listening Self-Evaluation**

Student \_\_\_\_\_

Date \_\_\_\_\_

Course \_\_\_\_\_

Assignment \_\_\_\_\_

**How often do you indulge in the following listening habits? Check yourself carefully on each one:**

Habits	Frequency					Score
	Almost always	Usually	Sometimes	Seldom	Almost never	
Giving in to mental distractions						
Giving in to physical distractions						
Trying to recall everything a speaker says						
Rejecting a topic as uninteresting before hearing the speaker						
Faking paying attention						
Jumping to conclusions about a speaker's meaning						
Deciding a speaker is wrong before hearing everything she or he has to say						
Judging a speaker on personal appearance						
Not paying attention to a speaker's evidence						
Focusing on delivery rather than on what the speaker says						

**Total** \_\_\_\_\_

**How to score:**

- For every "Almost always" checked, give yourself a score of 2
- For every "Usually" checked, give yourself a score of 4
- For every "Sometimes" checked, give yourself a score of 6
- For every "Seldom" checked, give yourself a score of 8
- For every "Almost never" checked, give yourself a score of 10

**Total score interpretation:**

- Below 70 You need lots of training in listening.
- From 71-90 You listen well.
- Above 90 You listen exceptionally well.

**COMMENTS:**

Taken from:  
Lucas, Stephen E. *The Art of Public Speaking*. 9<sup>th</sup> ed. Boston: McGraw Hill, 2007. p. 63.

**Speaking Rubric**

**Student** \_\_\_\_\_

**Date** \_\_\_\_\_

**Course** \_\_\_\_\_

**Topic** \_\_\_\_\_

Purpose _____	1 <i>low</i>	2	3	4 <i>high</i>	Comments
<b>INTRODUCTION</b>					
Gains attention and interest					
Introduces topic clearly					
Previews the main points					
Engages the audience					
Establishes credibility					
<b>BODY</b>					
Presents main points clearly					
Develops main points fully and specifically					
Organizes main points logically					
Provides transitions which smoothly link ideas					
<b>DELIVERY</b>					
Uses correct and appropriate English					
Maintains eye contact					
Uses voice effectively					
Uses visual aids well					
Uses nonverbal communication effectively: gestures, facial expression, stance, and dress					
<b>CONCLUSION</b>					
Signals ending for the audience					
Summarizes main points and/or offers an action plan					
<b>OVERALL ASSESSMENT</b>					
Engages audience through entire speech					
Adapts speech to audience					
Conforms to time requirements					
Maintains credibility throughout speech					

**OVERALL COMMENTS:**

**Information Literacy Rubric**

**Student** \_\_\_\_\_

**Date** \_\_\_\_\_

**Course** \_\_\_\_\_

**Assignment** \_\_\_\_\_

1 <i>low</i>	2	3	4 <i>high</i>	Comments
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<b>DETERMINES THE NATURE AND EXTENT OF THE INFORMATION NEEDED</b>				
Establishes the purpose and need for information				
Achieves a manageable focus				
<b>ACCESSES NEEDED INFORMATION EFFECTIVELY AND EFFICIENTLY</b>				
Determines effective search terms (keywords and synonyms)				
Retrieves, records, and manages information from a variety of sources				
Records citation information				
<b>EVALUATES INFORMATION USING ESTABLISHED CRITERIA</b>				
Differentiates between primary and secondary sources				
Evaluates validity, accuracy, authority, timeliness, bias, etc.				
Identifies the main ideas to be extracted from the information				
<b>USES INFORMATION EFFECTIVELY TO ACCOMPLISH A SPECIFIC PURPOSE</b>				
Applies new and prior information to the planning and creation of the paper or project				
Organizes information logically				
<b>ACCESSES AND USES INFORMATION ETHICALLY AND LEGALLY</b>				
Follows laws, institutional policies, and etiquette related to information resources				
Incorporates borrowed information correctly				
Documents borrowed information correctly				
Understands and does not commit plagiarism				

**OVERALL COMMENTS:**

**Interpersonal Skills Rubric  
Observation Form**

Date \_\_\_\_\_

Course \_\_\_\_\_

Assignment \_\_\_\_\_

<b>NAMES:</b>					
<b>SUPPORTS AND PRAISES</b>					
<b>ENCOURAGES PARTICIPATION</b>					
<b>CHECKS FOR UNDERSTANDING</b>					
<b>KEEPS ON TASK</b>					

**ASSESSMENT GUIDELINES**

	<b>1</b> <i>low</i>	<b>2</b>	<b>3</b>	<b>4</b> <i>high</i>
<b>SUPPORTS AND PRAISES</b>	Seldom offers positive reinforcement for good ideas or behaviors	Sometimes offers positive reinforcement for good ideas or behaviors	Usually offers positive reinforcement for good ideas or behaviors	Almost always offers positive reinforcement for good ideas or behaviors
<b>ENCOURAGES PARTICIPATION</b>	Seldom asks for any other group member's input	Sometimes asks for input from others	Usually asks for input from others	Almost always makes sure all members contribute to decisions
<b>CHECKS FOR UNDERSTANDING</b>	Seldom makes sure I am understood and understand others	Sometimes makes sure I am understood and understand others	Usually makes sure I am understood and understand others	Almost always makes sure I am understood and understand others
<b>KEEPS ON TASK</b>	Often encourages the group to go off task to social or personal topics	Sometimes lets the group go off task to social or personal topics	Rarely lets the group go off task to social or personal topics	Almost never lets the group go off task to social or personal topics

**COMMENTS:**

**Problem Solving Rubric**

Student \_\_\_\_\_

Date \_\_\_\_\_

Course \_\_\_\_\_

Assignment \_\_\_\_\_

	1 <i>low</i>	2	3	4 <i>high</i>	Comments
<b>DEMONSTRATES AN UNDERSTANDING OF PROBLEM ANALYSIS</b>					
Accurately and thoroughly identifies and defines the key elements of the problem					
Clearly and accurately restates the problem					
<b>DEMONSTRATES DATA ACQUISITION</b>					
Clearly identifies and uses appropriate methods of data acquisition					
Accurately selects and uses credible sources of appropriate data					
Collects and identifies relevant facts, concepts, or principles with no apparent errors					
<b>DEMONSTRATES PROPER DATA UTILIZATION</b>					
Gives accurate account of data collected					
Accurately converts all data into usable information					
Uses data to clearly address all elements of the problem					
<b>ARRIVES AT VALID CONCLUSIONS</b>					
Develops a solution that is complete and appears to need no further revision or revises the solution and addresses all the major difficulties					
Clearly and accurately implements selected solution					

**OVERALL COMMENTS:**



**Quantitative Skills Rubric**

Student \_\_\_\_\_

Date \_\_\_\_\_

Course \_\_\_\_\_

Assignment \_\_\_\_\_

LEVEL OUTCOME	1 <i>low</i>	2	3	4 <i>high</i>
<b>DEMONSTRATES BASIC ARITHMETIC SKILLS</b>	Cannot perform basic arithmetic skills.	<b>Performs some arithmetic operations correctly but cannot complete the problem.</b>	<b>Performs most arithmetic operations correctly with minor mistakes.</b>	Performs basic arithmetic operations with 100% accuracy.
<b>USES CORRECT PROCESSES AND MODELS TO SOLVE PROBLEMS</b>	Unable to begin the problem.	<b>Understands the basics of the problem, but cannot translate information into a format that leads to a solution</b>	<b>Understands the problem, translates information into a solvable format, and solves the problem. May have minor arithmetic or translation errors.</b>	Understands the problem, analyzes information, translates into a solvable format, correctly solves the problem and accurately translates the results.
<b>USES QUANTITATIVE LANGUAGE IN ORAL AND WRITTEN COMMUNICATION</b>	Cannot use appropriate quantitative language.	<b>Appropriately uses quantitative language at a basic level in oral and written communication.</b>	<b>Appropriately uses basic and some advanced quantitative language in oral and written communication.</b>	Appropriately uses advanced quantitative language in all oral and written work.
<b>APPLIES QUANTITATIVE CONCEPTS TO REAL - WORLD SITUATIONS</b>	Unable to begin the problem.	<b>Understands basic concepts, and can identify relevant data; but cannot select an appropriate model.</b>	<b>Understands the problem, identifies relevant data, selects an appropriate model, but cannot consistently obtain and describe results.</b>	Understands the problem, identifies relevant data, and selects an appropriate model. Can obtain and accurately describe results and draw inferences.
<b>CREATES AND/OR INTERPRETS GRAPHS, TABLES, AND DIAGRAMS</b>	Cannot provide any information about the graph.	Can accurately read and interpret graphs, tables or diagrams	Can accurately read, interpret and create graphs, tables or diagrams	Can accurately read, interpret and create graphs, tables or diagrams and can use them to solve problems or predict change.

COMMENTS:

**Computer Skills Rubric**

Student \_\_\_\_\_

Date \_\_\_\_\_

Course \_\_\_\_\_

Assignment \_\_\_\_\_

	1 <i>low</i>	2	3	4 <i>high</i>	Comments
<b>DEMONSTRATES AN UNDERSTANDING OF COMPUTER CONCEPTS AND TERMINOLOGY SUFFICIENT TO:</b>					
Purchase a computer					
Install a computer					
Maintain a computer					
<b>DEMONSTRATES BASIC COMPUTER OPERATING SKILLS SUFFICIENT TO:</b>					
Start and stop a computer					
Start and stop a program					
Use the keyboard and mouse with accuracy					
Demonstrate file and disk management					
<b>PERFORMS COMPUTER APPLICATIONS SUFFICIENT TO UTILIZE:</b>					
Word processing (create and edit documents; store and retrieve documents; print documents)					
Spreadsheet (create and edit documents; store and retrieve documents; print documents)					
Database (create, store, and retrieve a database; add, remove, and edit records; design, save, and use reports; create, save, and use queries; print reports and queries)					
<b>DEMONSTRATES INTERNET SKILLS SUFFICIENT TO:</b>					
Perform research					
Utilize E-mail as a form of communication (establish an address, receive messages, send messages, reply to messages, forward messages, attach files to a message)					

**OVERALL COMMENTS:**

## Diverse Historical and Cultural Perspectives Rubric

Student \_\_\_\_\_

Date \_\_\_\_\_

Course \_\_\_\_\_

Assignment \_\_\_\_\_

This competency focuses on the individual as a citizen of both the world and his/her particular nation. The competency measures level of understanding across the basic aspects of culture and from a contemporary and historical perspective.

IN REGARD TO BASIC TERMS AND CONCEPTS, THE STUDENT	1 Recognizes  <i>low</i>	2 Defines	3 Uses	4 Evaluates/ synthesizes  <i>high</i>	Comments
Understands the societal structures of his/her national culture and other cultures to include the arts, literature, economics, history, philosophy, politics, religion, and family.					
Identifies some of the critical issues (such as education, environment, health care, human and civil rights, infrastructure, nuclear proliferation, population, poverty, intellectual property rights, terrorism, and ethnic and tribal conflict) within his/her national culture and other cultures.					
Compares/contrasts his/her national culture to other cultures and identifies how those cultures have changed over time.					
Describes and analyzes the impact of culture and cultural differences on the course of world human events.					

**OVERALL COMMENTS:**