

Writing Rubric

Student _____

Date _____

Course _____

Assignment _____

	1 <i>low</i>	2	3	4 <i>high</i>	Comments
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
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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 and accurate 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				

INCORPORATES/DOCUMENTS BORROWED INFORMATION CORRECTLY

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
DEMONSTRATES COMPREHENSION OF TEXT					
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					
DEMONSTRATES CRITICAL THINKING					
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					
DEMONSTRATES ABILITY TO EVALUATE TEXT					
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:

Speaking Rubric

Student _____

Date _____

Course _____

Assignment _____

Purpose _____	1 <i>low</i>	2	3	4 <i>high</i>	Comments
INTRODUCTION					
Gains attention and interest					
Introduces topic clearly					
Previews the main points					
Engages the audience					
Establishes credibility					
BODY					
Presents main points clearly					
Develops main points fully and specifically					
Organizes main points logically					
Provides transitions which smoothly link ideas					
DELIVERY					
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					
CONCLUSION					
Signals ending for the audience					
Summarizes main points and/or offers an action plan					
OVERALL ASSESSMENT					
Engages audience through entire speech					
Adapts speech to audience					
Conforms to time requirements					
Maintains credibility throughout speech					

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*. 9th ed. Boston: McGraw Hill, 2007. p. 63.

Information Literacy Rubric

Student _____

Date _____

Course _____

Assignment _____

1 <i>low</i>	2	3	4 <i>high</i>	Comments
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DETERMINES THE NATURE AND EXTENT OF THE INFORMATION NEEDED				
Establishes the purpose and need for information				
Achieves a manageable focus				
ACCESSES NEEDED INFORMATION EFFECTIVELY AND EFFICIENTLY				
Determines effective search terms (keywords and synonyms)				
Retrieves, records, and manages information from a variety of sources				
Records citation information				
EVALUATES INFORMATION USING ESTABLISHED CRITERIA				
Differentiates between primary and secondary sources				
Evaluates validity, accuracy, authority, timeliness, bias, etc.				
Identifies the main ideas to be extracted from the information				
USES INFORMATION EFFECTIVELY TO ACCOMPLISH A SPECIFIC PURPOSE				
Applies new and prior information to the planning and creation of the paper or project				
Organizes information logically				
ACCESSES AND USES INFORMATION ETHICALLY AND LEGALLY				
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:

Problem Solving Rubric

Student _____

Date _____

Course _____

Assignment _____

	1 <i>low</i>	2	3	4 <i>high</i>	Comments
DEMONSTRATES AN UNDERSTANDING OF PROBLEM ANALYSIS					
Accurately and thoroughly identifies and defines the key elements of the problem					
Clearly and accurately restates the problem					
DEMONSTRATES DATA ACQUISITION					
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					
DEMONSTRATES PROPER DATA UTILIZATION					
Gives accurate account of data collected					
Accurately converts all data into usable information					
Uses data to clearly address all elements of the problem					
ARRIVES AT VALID CONCLUSIONS					
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:

**Interpersonal Skills Rubric
Observation Form**

Student _____

Date _____

Course _____

Assignment _____

NAMES:					
SUPPORTS AND PRAISES					
ENCOURAGES PARTICIPATION					
CHECKS FOR UNDERSTANDING					
KEEPS ON TASK					

ASSESSMENT GUIDELINES

	1 <i>low</i>	2	3	4 <i>high</i>
SUPPORTS AND PRAISES	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
ENCOURAGES PARTICIPATION	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
CHECKS FOR UNDERSTANDING	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
KEEPS ON TASK	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:

Quantitative Skills Rubric

Student _____

Date _____

Course _____

Assignment _____

LEVEL OUTCOME	1 <i>low</i>	2	3	4 <i>high</i>
DEMONSTRATES BASIC ARITHMETIC SKILLS	Cannot perform basic arithmetic skills	Performs some arithmetic operations correctly but cannot complete the problem	Performs most arithmetic operations correctly with minor mistakes	Performs basic arithmetic operations with 100% accuracy
USES CORRECT PROCESSES AND MODELS TO SOLVE PROBLEMS	Unable to begin the problem	Understands the basics of the problem, but cannot translate information into a format that leads to a solution	Understands the problem, translates information into a solvable format, and solves the problem; May have minor arithmetic or translation errors	Understands the problem, analyzes information, translates into a solvable format, correctly solves the problem and accurately translates the results
USES QUANTITATIVE LANGUAGE IN ORAL AND WRITTEN COMMUNICATION	Cannot use appropriate quantitative language	Appropriately uses quantitative language at a basic level in oral and written communication	Appropriately uses basic and some advanced quantitative language in oral and written communication	Appropriately uses advanced quantitative language in all oral and written work
APPLIES QUANTITATIVE CONCEPTS TO REAL - WORLD SITUATIONS	Unable to begin the problem	Understands basic concepts, and can identify relevant data, but cannot select an appropriate model	Understands the problem, identifies relevant data, selects an appropriate model, but cannot consistently obtain and describe results	Understands the problem, identifies relevant data, and selects an appropriate model; Can obtain and accurately describe results and draw inferences
CREATES AND/OR INTERPRETS GRAPHS, TABLES, AND DIAGRAMS	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
DEMONSTRATES AN UNDERSTANDING OF COMPUTER CONCEPTS AND TERMINOLOGY SUFFICIENT TO:					
Purchase a computer					
Install a computer					
Maintain a computer					
DEMONSTRATES BASIC COMPUTER OPERATING SKILLS SUFFICIENT TO:					
Start and stop a computer					
Start and stop a program					
Use the keyboard and mouse with accuracy					
Demonstrate file and disk management					
PERFORMS COMPUTER APPLICATIONS SUFFICIENT TO UTILIZE:					
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)					
DEMONSTRATES INTERNET SKILLS SUFFICIENT TO:					
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:

Global Awareness Rubric

Student _____

Date _____

Course _____

Assignment _____

This competency measures global awareness as recognizing the interconnectedness and interdependence of persons, places, and events on earth from a current as well as 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
Demonstrates knowledge of societal structures of his/her national culture and other cultures ¹					
Demonstrates knowledge of the critical global issues affecting the world today ²					
Recognizes how cultures have changed over time					
Describes and analyzes the impact of culture and cultural differences on the course of world human events					

OVERALL COMMENTS:

¹ This includes the arts, literature, economics, history, philosophy, politics, religion, and family.

² These may include education, environment, health care, human and civil rights, infrastructure, nuclear proliferation, population, poverty, intellectual property rights, terrorism, and ethnic and tribal conflict.