

## Assessment Rubrics©

To assess student learning, the instructor will evaluate:

1. Student contribution to class discussion.

	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>
<b>Knowledge</b>	Demonstrates complete comprehension through questions, answers and comments.	Demonstrates substantial understanding through questions, answers and comments.	Demonstrates some understanding through questions, answers and comments.	Demonstrates little or no understanding.
<b>Level of Engagement</b>	Proactively contributes to class by offering ideas and asking questions more than once per class.	Proactively contributes to class by offering ideas and asking questions once per class.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
<b>Speech Quality</b>	Speaks clearly and distinctly all the time. Volume is loud enough to be heard by all classmates.	Speaks clearly and distinctly nearly all the time. Volume is loud enough to be heard by all classmates.	Speaks clearly and distinctly most of the time. Volume is loud enough to be heard by most classmates.	Often mumbles or can not be understood. Volume is often too soft to be heard by most classmates.
<b>Listening Skills</b>	Listens when others talk. Incorporates or builds on the ideas of others.	Listens when others talk.	Does not listen when others talk.	Does not listen when others talk. Often interrupts when others speak.

2. Student participation in group effort

	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>
<b>Collaboration</b>	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
<b>Focus on the Task</b>	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
<b>Attitude</b>	Never publicly criticizes the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).

3. Promotional flyer.

	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>
<b>Content</b>	Choice of content and detail are exceptional in achieving stated purpose.	Choice of content and detail are appropriate for stated purpose.	Choice of content are appropriate for stated purpose but some detail is missing.	Content is rarely appropriate. Detail is lacking.
<b>Organization</b>	Exceptionally well-organized information.	Well-organized information.	The organization of some information requires a second reading to understand.	Organization of material is confusing to the reader.
<b>Attractiveness</b>	Exceptionally attractive in terms of design, layout, and neatness.	Attractive in terms of design, layout, and neatness.	Acceptable though there are some problems with design, layout and neatness.	Distractingly messy and not attractive.
<b>Graphics</b>	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
<b>Grammar &amp; Spelling</b>	There are no errors in grammar or spelling.	There are 1-2 errors in grammar and/or spelling.	There are 3-4 errors in grammar and/or spelling	There are more than 4 errors in grammar and/or spelling.
<b>Capitalization &amp; Punctuation</b>	There are no errors in capitalization and punctuation.	There are 1-2 errors in capitalization and punctuation.	There are 3-4 errors in capitalization and punctuation.	There are more than 4 errors in capitalization and punctuation.