

Final Story Project Rubric

Criteria	Exceptional	Developed	Acceptable	Needs Improvement
<p>Setting, Audience, Background & Title</p> <p><i>SLO: Plan</i> <i>GE: Critical Thinking</i></p>	Student vividly defined the setting, audience, background and title.	Student defined the setting, audience, background and title.	Student vaguely defined the setting, audience, background and title.	Student did not clearly define the setting, audience background and title.
<p>Creativity/ Originality</p> <p><i>SLO: Personal Connection</i> <i>GE: Oral Communication</i></p>	Student used a creative and original method or approach to articulate his/her story. Student adequately shared his/her story and included <u>all</u> of the following elements: the story of the person being interviewed, details about the profession, and general workforce skills.	Student adequately articulates his/her story and included <u>all</u> of the following elements: the story of the person being interviewed, details about the profession, and general workforce skills.	Student adequately articulates his/her story and included <u>one</u> of the following elements: the story of the person being interviewed, details about the profession, and general workforce skills.	Student did not adequately articulate his/her story, the story of the person being interviewed, details about the profession and information about general workforce skills.
<p>Academic and Career Pathway Analyze data, subject knowledge, organization</p> <p><i>SLO: Pathway</i> <i>GE: Critical Thinking</i></p>	Student described his or her academic career pathway including <u>all</u> of the following elements: meta-major, major, the education and career plan, and an interview from the career interview assignment. References are made to experiences related to the course, aspects of the course relevant to careers.	Student described his or her academic career pathway including <u>all</u> of the following elements: meta-major, major, the education and career plan, and an interview from the career interview assignment.	Student described his or her academic career pathway and included <u>one</u> of the following elements: the meta-major, major, the education and career plan, or an interview from the career interview assignment.	Student did not clearly describe his or her academic and career pathway and include <u>none</u> of the following: meta-major, major, education and career plan, or an interview from the career interview assignment.
<p>Purpose Apply principal themes</p> <p><i>SLO: Purpose</i> <i>GE: Critical Thinking</i></p>	Student described his/her purpose statement as well as a rationale for the purpose statement, and provided evidence from the purpose to explain his/her career goals.	Student described his/her purpose statement as well as a rationale for his/her purpose statement, but did not provide evidence from the purpose to explain his/her career goals.	Student described his/her purpose statement but did not provide a rationale for the purpose statement and did not provide evidence from the purpose to explain his/her career goals.	Student did not describe his/her purpose statement or provide a rationale for his/her purpose and did not provide evidence from the purpose to explain his/her career goals.
<p>Language/Delivery Develop, organize, support verbal messages</p> <p><i>SLO: Personal Connection</i> <i>GE: Oral Communication</i></p>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) contributed to the effectiveness of the presentation. The speaker appeared confident and used imaginative and memorable language.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) helped to convey the meaning of the presentation. The speaker appeared confident The speaker used imaginative or memorable language.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) helped to convey the meaning of the presentation. The speaker occasionally lacked confidence and did not use imaginative or memorable language.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) had a negative impact on the presentation. The speaker lacked confidence and did not use imaginative or memorable language.

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Supporting Material <i>Self-awareness in one's academic life</i> <u>SLO</u> : Preparation <u>GE</u> : Ethical Responsibility, Critical Thinking	A <u>variety</u> of the following kinds of supporting materials are used: explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, or topics from the course. The student discusses supporting materials, provides an analysis that supports the presentation, and makes critical connections that establishes the presenter's credibility and authority on the topic.	A <u>variety</u> of the following kinds of supporting materials are used: explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, or topics from the course. The student refers to supporting materials, provides an analysis that supports the presentation, but does not make a critical connection or establish the presenter's credibility and authority on the topic.	Only <u>one</u> of the following kinds of supporting materials is used: explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, or topics from the course. The student refers to <u>one</u> type of supporting material, but does not make a critical connection or establish the presenter's credibility and authority on the topic.	Fails to provide <u>any</u> of the following kinds of supporting materials: explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, or topics from the course. The student fails to discuss supporting materials, does not provide an analysis that supports the presentation, and does not make critical connections that establishes the presenter's credibility and authority on the topic.
Interpersonal Communication* <i>Engage in Effective Interpersonal communication</i> <u>SLO</u> : Personal Connection <u>GE</u> : Interpersonal Communication	Student is significantly aware of audience feedback; consistently attentive to others when they speak, ask questions or provide feedback. Student asks questions when he or she does not understand; questions are pertinent to main ideas.	Student is generally aware of audience feedback; mostly attentive to others when they speak, ask questions or provide feedback. Student asks questions when he or she does not understand; questions are mostly pertinent to main ideas.	Student is moderately aware of audience feedback; partially attentive to others when they speak, ask questions or provide feedback. Student asks questions when he or she does not understand; some questions are not pertinent and detract from main ideas.	Student is minimally aware of audience feedback; consistently inattentive to others when they speak, ask questions or provide feedback. Student exhibits little to no interest in information being shared; no information seeking or questions are asked.

***Guidelines for Assessing Interpersonal Communication:**

Time is allocated for a two minutes Q & A facilitated by students listening to the presentation. Students are encouraged to ask pertinent questions regarding the presentation (*questions should be asked by students without instructor prompt*). The presenter must adequately respond with relevant information, or follow-up with further clarification on the questions being asked. The focus of the assessment is on the presenter's ability to field questions from the audience regarding the content of his or her presentation.

Key

SLO: Student Learning Outcomes (6 P's)

GE: General Education Outcomes (Critical Thinking, Ethical Responsibility, Oral Communication, Interpersonal Communication)