

Rubric for the Assessment of Oral Communication: Content

Indicators of Effective Content	Levels of Achievement			
	Beginning	Developing	Competent	Accomplished
Introduction: gains attention, connects to topic, establishes credibility	No attention getting strategy was evident. No clear or relevant connection to topic or speech purpose. No credibility was established.	Use of attention getting strategy, but did not seem to adequately capture audience attention and/ or lead to desired outcome. Credibility was implied.	Effective strategy to capture listeners' attention. Adequate introduction of the topic. Credibility was established by the speaker.	Creative attention getting strategy captures listeners' attention to introduce the topic. It is relevant to the topic and clearly gains the desired response from the audience. Credibility was established by speaker.
Thesis Statement: explicit, identifies topic, previews main points	No thesis statement. Main points are not clearly identified, audience unsure of the direction of the message.	Thesis is implied, although not explicitly stated. Topic is clearly identified, but main points are not clearly previewed.	Thesis statement identifies topic and lists/previews main points.	Speaker clearly stated a well formulated thesis statement during the speech introduction. Thesis statement identifies topic and lists/previews main points.
Connection to Audience: needs & interest, demonstrates understanding	Topic seems irrelevant to audience needs and interests. No attempt made to connect topic to audience.	Topic seems somewhat relevant to audience. Vague reference to audience needs and or interests. Identifies target audience.	Clearly stated the relevance of topic to audience needs and interests. Expresses an understanding of their target audience.	Connection of topic to audience needs and interests is stated with sophistication. Identifies and expresses a deep understanding of their target audience.
Subject Knowledge: depth of content, relevant support, clear explanation	Provides irrelevant or no support. Explanation of concepts is inaccurate or incomplete.	Provides some support for main points, but needed to elaborate further with explanations, examples, descriptions, etc. Support is relevant, but not timely.	Main points adequately substantiated with timely, relevant and sufficient support. Accurate explanation of key concepts.	Depth of content reflects thorough understanding of topic. Main points well supported with timely, relevant and sufficient support. Provided precise explanation of key concepts.
Organization: main points distinct from support, transitions, coherence	Lack of structure. Ideas are not coherent. No transitions. Difficult to identify introduction, body, and conclusion.	General structure/organization seems adequate. Difference between main points and supporting details is blurred. Logical flow, but no clear signposts for transitions.	Clear organizational pattern. Main points are distinct from supporting details. Smooth transitions differentiate key points.	Effective organization well suited to purpose. Main points are clearly distinct from supporting details. Graceful transitions create coherent progress toward conclusion.

Rubric for the Assessment of Oral Communication: Delivery

Indicators of Effective Delivery	Levels of Achievement			
	Beginning	Developing	Competent	Accomplished
Eye Contact: establish rapport; expand zone of interaction	Reads speech from notes/manuscript. Avoids eye contact with audience.	Conspicuous use of speaker notes. Only occasional, sporadic glances at audience.	Eye contact establishes rapport with audience. Unobtrusive use of speaker notes. Scanning of audience to establish a zone of interaction.	Consistently uses eye contact to maintain rapport with audience. Inconspicuous use of speaker notes. Effective use of scanning to expand zone of interaction.
Movement: expressive, comfortable, enhances message	Body language is not supportive of the message, may contradict it. Gestures, facial expressions, and posture are stiff or distracting.	Body language is a minimal support of the verbal message. Gestures, facial expressions, and posture reflect speaker discomfort that occasionally interferes with the message.	Body language is an adequate support of the message. Movement and gestures clarify key points. Facial expressions and posture seem comfortable.	Gestures, facial expressions, and posture reinforce and enhance the verbal message. Body language is expressive, dynamic, natural and comfortable.
Voice: rate, pitch, volume and tone are natural and authentic	Fails to maintain audience interest and support the verbal message due to excessive monotone, inappropriate rate and volume. Pitch may be strained or flat.	Inconsistent use of voice to support message. Monotone passages interfere with audience interest. Rate may be too fast or slow; volume too high or low. Pitch is strained at times, too artificial or too nervous.	Tone fits verbal message, changing for emphasis at appropriate moments. Rate and volume allow audience to follow message. Pitch seems natural to speaker.	Tone is authentic and appropriate to topic. Rate, pitch and volume vary at key points to support the verbal message and keep audience interest. Voice is natural to the speaker and topic, talking with rather than at audience.
Fluency: pronunciation, enunciation, articulation are smooth; lack of fillers	Incoherent presentation due to many factors that undermine fluency including poor pronunciation. Long pauses interrupt flow of speech. Excessive use of vocalized fillers distracts audience.	Pronunciation is mostly correct yet enunciation and articulation are still tentative. Speaker recovers from awkward pauses and proceeds. Vocalized fillers are noticeable but not excessive.	Careful pronunciation supports coherence of presentation. Enunciation and articulation of words are mostly clear. Pauses were momentary and did not interrupt fluency of speech. Vocalized fillers are minimal and do not distract the audience.	Coherence of presentation strongly supported by correct pronunciation, confident enunciation and articulation. Pauses are purposeful and enhance fluency of speech. Virtually no vocalized fillers are noticeable.

This rubric is intended for use in the assessment of student achievement at the institutional level. It can also be used as a guide for development of rubrics to measure writing at the program, course and section levels. Please send your comments and suggestions about this rubric to Kurt Ewen, LET Co-chair kewen@valenciacc.edu. For more information <http://valenciacc.edu/learningevidence/>

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RUBRICS
 for Oral & Written Communication



Rubric for the Assessment of Written Communication

Indicators of Effective Writing	Levels of Achievement			
	Beginning	Developing	Competent	Accomplished
Meaning & Development: ideas, examples, reasons & evidence, point of view	Inappropriate No viable point of view; little or no evidence; weak critical thinking, providing inappropriate or insufficient examples, reasons, or other evidence of support	Appropriate Develops a point of view, demonstrating some critical thinking; may have inconsistent or inadequate examples, reasons, & other evidence of support; support tends towards general statements or lists	Effective Develops a point of view & demonstrates competent critical thinking; enough supporting detail to accomplish the purpose of the paper	Insightful Ideas are fresh, mature & extensively developed; insightfully develops a point of view & demonstrates outstanding critical thinking
Organization: focus, coherence, progression of ideas, thesis developed	Lacking Structure Disorganized & unfocused; serious problems with coherence and progression of ideas; weak or non-existent thesis	Mostly Structured Limited organization & focus; may demonstrate some lapses in coherence or progression of ideas; generally, neither sufficient nor clear enough to be convincing	Structured Generally organized & focused, demonstrating coherence & progression of ideas; presents a thesis and suggests a plan of development which is mostly carried out	Perceptively Structured Thesis presented or implied with noticeable coherence; provides specific & accurate support
Language: word choice, & sentence variety	Inadequate Displays frequent & fundamental errors in vocabulary; sentences may be simplistic and disjointed	Adequate Developing facility in language use, sometimes uses weak vocabulary or inappropriate usage or word choice; sentence structure tends to be pedestrian & often repetitious	Proficient Competent use of language and sometimes varies sentence structure; generally focused	Sophisticated Choice of language & sentence structure; precise & purposeful, demonstrating a command of language and variety of sentence structures
Conventions: grammar, punctuation, spelling, paragraphing, format	Distracting Errors interfere with writer's ability to consistently communicate purpose; pervasive mechanical errors obscure meaning; inappropriate format	Fundamental Errors interfere with the writer's ability to communicate purpose; contains an accumulation of errors; some weakness in format	Controlled Occasional errors do not interfere with writer's ability to communicate purpose; generally appropriate format	Polished Control of conventions contribute to the writer's ability to communicate purpose; free of most mechanical errors; appropriate format

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Rubric for the Holistic Assessment of Critical Thinking across the Curriculum

Beginning	Developing	Competent	Accomplished
<i>inaccurate, inappropriate, singular, illogical, fragmented</i>	<i>correct, appropriate, dualistic, reasonable, consistent</i>	<i>accurate, relevant, multiplistic, logical, coherent</i>	<i>precise, insightful, balanced, perceptive, and unified</i>
Does many or most of the following:	Does many or most of the following:	Does many or most of the following:	Does many or most of the following:
<ul style="list-style-type: none"> Copies information (data, ideas, or concepts) often inaccurately, incompletely, or omits relevant information 	<ul style="list-style-type: none"> Reports information (data, ideas, or concepts) in familiar contexts with minor inaccuracies, irrelevancies, or omissions 	<ul style="list-style-type: none"> Presents information (data, ideas, or concepts) accurately and appropriately in familiar contexts 	<ul style="list-style-type: none"> Interprets information (data, ideas, or concepts) accurately, appropriately, and in-depth in new contexts
<ul style="list-style-type: none"> Labels formulas, procedures, principles, or themes inaccurately, inappropriately, or omits them 	<ul style="list-style-type: none"> Uses appropriate formulas, procedures, principles, or themes in familiar contexts with only minor inaccuracies 	<ul style="list-style-type: none"> Applies formulas, procedures, principles, or themes accurately and appropriately in familiar contexts 	<ul style="list-style-type: none"> Employs formulas, procedures, principles, or themes accurately, appropriately, and/or creatively in new contexts
<ul style="list-style-type: none"> Names a single solution, position, or perspective, often inaccurately, or fails to present a solution, position, or perspective 	<ul style="list-style-type: none"> Identifies simple solutions, over-simplified positions, or perspectives with only minor inaccuracies 	<ul style="list-style-type: none"> Describes two or more solutions, positions, or perspectives accurately 	<ul style="list-style-type: none"> Explains—accurately and thoroughly—multiple solutions, positions, or perspectives that balance opposing points of view
<ul style="list-style-type: none"> Attempts a conclusion or solution that is inconsistent with evidence presented, that is illogical, or omits a conclusion or solution altogether 	<ul style="list-style-type: none"> Offers an abbreviated conclusion or simple solution that is mostly consistent with the evidence presented, with minor inconsistencies or omissions 	<ul style="list-style-type: none"> Organizes a conclusion or solution that is complete, logical, and consistent with evidence presented 	<ul style="list-style-type: none"> Creates a detailed conclusion or complex solution that is complete, well-supported, logically consistent, and often unique
<ul style="list-style-type: none"> Lists ideas or expresses solutions in a fragmentary manner, without a clear or coherent order 	<ul style="list-style-type: none"> Arranges ideas or solutions into a simple pattern 	<ul style="list-style-type: none"> Connects ideas or develops solutions in a clear and coherent order 	<ul style="list-style-type: none"> Integrates ideas or develops solutions that are exceptionally clear, coherent, and cohesive

Rubric for the Analytical of Critical Thinking across the Curriculum

THINK Indicators	Levels of Achievement			
	Beginning	Developing	Competent	Accomplished
Analyzing information: data, ideas, or concepts	Inaccurate Copies information (data, ideas, or concepts) often inaccurately, incompletely, or omits relevant information	Correct Reports information (data, ideas, or concepts) with minor inaccuracies, irrelevancies, or omissions	Accurate Presents information (data, ideas, or concepts) accurately and appropriately in familiar contexts	Precise Interprets information (data, ideas, or concepts) accurately, appropriately and in-depth in new contexts
Applying formulas, procedures, principles, or themes	Inappropriate Labels formulas, procedures, principles, or themes inappropriately, inaccurately, or omits them	Appropriate Uses appropriate formulas, procedures, principles, or themes with minor inaccuracies	Relevant Applies formulas, procedures, principles, or themes appropriately and accurately in familiar contexts	Insightful Employs formulas, procedures, principles, or themes accurately, appropriately and/or creatively in new contexts
Presenting multiple solutions, positions or perspectives	Singular Names a single solution, position, or perspective, often inaccurately, or fails to present a solution, position or perspective	Dualistic Identifies simple solutions, over-simplified positions, or perspectives with minor inaccuracies	Multiplistic Describes two or more solutions, positions, or perspectives accurately	Balanced Explains—accurately and thoroughly—multiple solutions, positions, or perspectives that balance opposing points of view
Subject Knowledge: depth of content, relevant support, clear explanation	Illogical Attempts a conclusion or solution that is inconsistent with evidence presented, that is illogical, or omits a conclusion or solution altogether	Reasonable Offers an abbreviated conclusion or simple solution that is mostly consistent with evidence presented, with minor inconsistencies or omissions	Logical Organizes a conclusion or solution that is complete, logical, and consistent with evidence presented	Perceptive Creates a detailed conclusion or complex solution that is well-supported, logically consistent, complete and often unique
Organization: main points distinct from support, transitions, coherence	Fragmented Lists ideas or expresses solutions in a fragmentary manner, without a clear or coherent order	Consistent Arranges ideas or solutions into a simple pattern	Coherent Connects ideas or develops solutions in a clear and coherent order	Unified Integrates ideas or develops solutions that are exceptionally clear, coherent, and cohesive

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RUBRICS for the Assessment of Critical Thinking



Thesaurus of Verbs Helpful in Writing Learning Outcomes Arranged by Levels from Bloom's Taxonomy Revised

CREATING (Evaluation)	assemble build compose construct create design develop	devise discover draft dramatize draw execute formulate	generate hypothesize imagine implement invent manage operate	organize paint perform plan prepare produce propose	schedule set up sketch structure write
EVALUATING (Synthesis)	appraise argue assess check choose convince	criticize critique debate decide defend detect	edit evaluate grade integrate judge justify	monitor question prioritize rank rate recommend	revise rewrite select value verify
ANALYZING (Analysis)	analyze attribute categorize compare conclude	contrast deconstruct detect differentiate discriminate	distinguish divide examine experiment factor	focus generalize investigate measure order	outline rearrange separate test
APPLYING (Application)	apply calculate carry out change combine	complete connect demonstrate determine employ	estimate examine execute extend implement	interpret modify operate practice predict	solve substitute support use
UNDERSTANDING (Comprehension)	abstract aggregate arrange associate clarify	classify conclude detect discuss exemplify	explain extrapolate generalize illustrate indicate	infer interpret interpolate map outline	paraphrase represent summarize translate understand
REMEMBERING (Knowledge)	collect define describe duplicate find identify	label list locate memorize name quote	recall recognize relate remember repeat report	reproduce restate retrieve review show state	tabulate tell