

A: Rubric for Assessing Effective Communication and Critical Thinking Skills

Course/Project Type:		Date:	Instructor:	Student Name:
Skill	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	
Written Expression (Check Individual Statement Boxes as Applicable)	Severe deficiencies in content, style, organization, and/or substantiation <input type="checkbox"/>	Writing is detailed and developed with some sense of the writer showing through <input type="checkbox"/>	Demonstrates excellence in style and content <input type="checkbox"/>	
	Shows difficulty in dealing with written language <input type="checkbox"/>	Writing contains minor errors in content, style, and/or organization that do not seriously detract from understanding <input type="checkbox"/>	Evidence of perceptiveness and originality <input type="checkbox"/>	
	Mechanical errors seriously inhibit understanding <input type="checkbox"/>	Ideas occur but may be vague and/or not suggest a firm grasp of the material <input type="checkbox"/>	Ideas clearly formulated and fully understood <input type="checkbox"/>	
	Any points made tend to be superficial <input type="checkbox"/>	Sentences and/or concepts may be dull or repetitive <input type="checkbox"/>	Demonstrates superior performance in most areas of expression <input type="checkbox"/>	
	Shows little sense of audience, of paragraphing, and/or of making an argument <input type="checkbox"/>		Work is submitted on time <input type="checkbox"/>	
	Poor understanding of the material <input type="checkbox"/>			
Written Expression Overall Summary (Check One)	___ Does Not Meet Expectations	___ Meets Expectations	___ Exceeds Expectations	
Oral Expression (Check Individual Statement Boxes as Applicable)	Does not control rate and/or volume <input type="checkbox"/>	Rate and volume is paced proficiently <input type="checkbox"/>	Rate and volume are used to add impact <input type="checkbox"/>	
	Very little/no voice variation and tone <input type="checkbox"/>	Student uses some voice variation and tone <input type="checkbox"/>	Student uses voice variation and tone to deliver a fluent and polished speech <input type="checkbox"/>	
	Poor or minimal eye contact <input type="checkbox"/>	Student makes regular eye contact <input type="checkbox"/>	Student uses eye contact to engage and involve the audience <input type="checkbox"/>	
	Unsatisfactory poise, composure and posture <input type="checkbox"/>	Student's gesticulations, sways or movements are a slight distraction <input type="checkbox"/>	Student uses body language to articulate positive interest and excitement about the topic <input type="checkbox"/>	
	Illogical organization and lack of transitions <input type="checkbox"/>	The organization of the speech is logical but may stray off topic <input type="checkbox"/>	Organization is well planned/logical to follow <input type="checkbox"/>	
	Does not thoroughly address the topic <input type="checkbox"/>	The topic is introduced and addressed at a cursory level <input type="checkbox"/>	The main point is clear, fully supported and reinforced throughout <input type="checkbox"/>	
	Displays inappropriate grammatical syntax and diction <input type="checkbox"/>	Student's sentence structure and word choice are appropriate for an academic speech <input type="checkbox"/>	Students language and diction are exemplary <input type="checkbox"/>	

Oral Expression Overall Summary (Check One)	___ Does Not Meet Expectations	___ Meets Expectations	___ Exceeds Expectations
Skill	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Critical Thinking (Check Individual Statement Boxes as Applicable)	Does not reliably ask appropriate questions <input type="checkbox"/> Shows deficit in gathering information <input type="checkbox"/> Unable to separate and organize sets of information <input type="checkbox"/> Shows biased, unskilled, and/or poor reasoning from gathered information <input type="checkbox"/> Unable to reliably reach a logical conclusion <input type="checkbox"/> Fails to identify limits to conclusions <input type="checkbox"/>	Asks appropriate questions <input type="checkbox"/> Demonstrates an ability to independently gather relevant information <input type="checkbox"/> Efficiently and creatively sorts through information <input type="checkbox"/> Reasons logically, skillfully, and impartially from gathered information <input type="checkbox"/> Shows ability to reach reliable and trustworthy conclusion <input type="checkbox"/> Recognizes the limits of conclusions <input type="checkbox"/>	Superior ability to ask cogent questions <input type="checkbox"/> Shows extraordinary ability and creativity in independently gathering relevant information <input type="checkbox"/> Outstanding ability in efficiently and creatively sorting through information <input type="checkbox"/> Shows superior ability to reason logically and impartially from gathered information <input type="checkbox"/> Shows outstanding ability to synthesize information to reach reliable and trustworthy conclusions <input type="checkbox"/> Superior ability in recognizing the limits of conclusions and able to generate alternate conclusions in light of changing information <input type="checkbox"/>
Critical Thinking Overall Summary (Check One)	___ Does Not Meet Expectations	___ Meets Expectations	___ Exceeds Expectations
Comments:			

B: Summer 2009 Pilot Plan and Rationale

This Student Learning Assessment Tool goes a long way towards helping faculty gauge core level skills we feel are key to student success in their chosen program. We, the assessment team, are recommending that we model this rubric in the following 10 classes for the summer of 2009 term:

ENG 108 HUM 153 MUS 150 BIO 150 BUS 201 RES 210
PHI 201 CRJ 300 HIS 420 CPY 514

These courses represent a cross-section of disciplines, academic levels, and instructors so by using these to model this rubric we should get a good idea of any problems that might need correcting before we roll it out university-wide in the fall. Each course will provide for a one minute speech and a one page outline at the beginning of the semester and at the end of the semester, students will present a five minute oral presentation along with a two page written outline. Results from these evaluations will be compared to assess improvement and to reveal any deficiencies that may need additional work. Students will be told that this written and oral work will provide the instructor with an evaluation of proficiencies in writing, speaking and critical thinking which will help insure that the student has the skills to succeed in his or her college program.

C: Discipline, Cross-Discipline, and Institutional Level Plan for Assessing Student Learning Outcomes

Discipline/Course Level (assesses specific content knowledge)

- pre-assessment
- mid-assessment
- post-assessment

Cross-Discipline (Interdisciplinary) Level

Assesses Effective Communication and Critical Thinking Skills

At the beginning of the course students will:

- develop a one-page sentence outline of a topic relevant to the course
- present a one minute oral presentation of the topic in a logical manner that includes:
 - a. an introduction
 - b. body/climax
 - c. conclusion

At the end of the course students will:

- develop a two page sentence outline of a topic relevant to the course (that includes a bibliography)
- present a five minute oral presentation of the topic in a logical manner that includes:

- a. an introduction
- b. body/climax
- c. conclusion

Students will be assessed on the following three dimensions for each communication skills/critical thinking task:

- a. oral expression
- b. written expression
- c. critical thinking

Institutional Level

Assessment Evidence of Effective Communication and Critical Thinking Skills

1. Every student will complete a written final project on a topic in their major program that includes a literature review and demonstrates critical thinking skills as well as an ability to synthesize information.
2. Every student will have a capstone experience (a personal legacy work e.g., poster, research project, speech, short story, musical composition) or internship that provides evidence of effective communication skills and critical thinking.
3. Every student will participate in an oral exit interview to assess oral communication. In the interview, students will discuss future education and work as well as opinions about Martin University and what they have learned and gained as part of their University Experience.