

Assessment Rubrics

To assess student learning, the instructor will evaluate:

1. Student contribution to class discussion.

| | Excellent | Good | Satisfactory | Needs Improvement |
|----------------------------|---|---|---|--|
| Knowledge | 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. |
| Level of Engagement | 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. |
| Speech Quality | 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. |
| Listening Skills | 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

| | Excellent | Good | Satisfactory | Needs Improvement |
|--------------------------|--|--|---|---|
| Collaboration | 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. |
| Focus on the Task | 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. |
| Attitude | 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.

| | Excellent | Good | Satisfactory | Needs Improvement |
|---|--|---|--|--|
| Content | 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. |
| Organization | 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. |
| Attractiveness | 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. |
| Graphics | 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. |
| Grammar & Spelling | 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. |
| Capitalization & Punctuation | 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. |