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| **Outcome** | **Meets Expectations (2)**  **This is the equivalent of a C or better.** | **Fails to Meet Expectations (1)**  **This is the equivalent of a D or F.** | **No Submission (0)** |
| **Communication**  Effective development, interpretation and expression of ideas through written, oral or visual communication. | **Written Communication.**  Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).  Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.  Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.  Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.  Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.  **Oral Communication.**  Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.  Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.  Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.  Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.  Central message is clear and consistent with the supporting material.  **Visual Communication.**  Visual elements worked together in support of the intended communication objective.  Visual choices supported the message. The type size/color/style were generally readable.  The graphic elements helped to highlight key organizational and/or message components, although their use was primarily conventional. The design communicated its message clearly. | **Written Communication.**  Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).  Uses appropriate and relevant content to develop simple ideas in some parts of the work.  Attempts to use a consistent system for basic organization and presentation.  Demonstrates an attempt to use sources to support ideas in the writing.  Uses language that sometimes impedes meaning because of errors in usage.  **Oral Communication.**  Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.  Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.  Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.  Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.  Central message can be deduced, but is not explicitly stated in the presentation.  **Visual Communication.**  Visual elements did not complement each other and appeared chosen without a sense of theme or common objective.  The visual choices were arbitrary and did not support the message and/or lacked readability.  The graphic choices were arbitrary and failed to create a clear message and/or attractive design.  Failed to present a clear message and would be unlikely to connect with its target audience. | **No Submission** |
| **Critical Thinking**  Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information | Issues/problems are stated, described, and clarified so that understanding is not seriously impeded by omissions.  Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Experts’ viewpoints are subject to questioning. Identifies own and others’ assumptions.  Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others’ points of view are acknowledged.  Conclusion is logically tied to a range of information, including opposing viewpoint; related outcomes (consequently and implications) are identified clearly. | Issues/problems are stated without clarification or description. Information is taken from source(s) without any interpretation/evaluation.  Viewpoints of experts are taken as fact, without question. Shows emerging awareness of assumptions. Begins to identify some contexts when presenting a position.  Specific position (perspective, thesis/hypothesis) is stated, but position is simplistic and obvious.  Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified. | No Submission |
| **Empirical and Quantitative Skills Rubric**  Manipulation and analysis of numerical data or observable facts resulting in informed conclusions | Demonstrates the ability to construct a problem/topic statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.  Uses information or observations to form a correct plan to achieve a solution. Converts/gathers relevant information into an appropriate portrayal of the problem/topic.  Analyzes evidence to reveal relevant patterns, differences, or similarities related to the problem/topic.  Conclusions are correct and relate to the original problem/topic. | Demonstrates a limited or no ability in identifying a problem/topic statement or related contextual factors. Uses information or observations to form an incorrect or incomplete plan to achieve a solution. Or, does not formal a plan or solution.  Attempts to gather/convert information, but the information is incomplete or irrelevant to the problem/topic. Or, does not attempt to gather/convert information.  Analysis is not effective in revealing patterns, differences or similarities. Or, does not attempt analysis.  Conclusion are incorrect or unrelated to the problem/topic. Or, does not form a conclusion. | No Submission |
| **Personal** **Responsibility**  Ability to connect choices, actions and consequences to ethical decision-making  Sample Assignments:  A written assignment or oral presentation that requires students to reflect on different ethical perspectives or on different facets of an ethical issue.  An in-class or online group discussion of an ethical issue. | Student assesses in detail core beliefs and analyzes their origins.  Student can recognize ethical issues and most of the implications of context in relation to ethical issues.  Ethical perspectives are not applied persuasively to a question and most of the implications of this application are considered.  The student is able to recognize and evaluate different perspectives acceptably. | Student demonstrates little to no understanding of ethical self-awareness.  Student fails to recognize basic ethical issues and does not recognize the importance of context in relation to ethical issues.  Ethical perspectives are not applied acceptably to a question. The ethical perspectives and the question are seriously mispresented or misunderstood.  Student does not recognize different perspectives. | No Submission |
| **Social Responsibility**  Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities | Recognizes complexity in some of the elements and biases in one’s own culture or subculture. Demonstrates an adequate understanding of the complexity of other cultures. Identifies basic patterns of engagement in civic life, social interaction or politics and recognizes complexity in some of those patterns. Demonstrates an adequate understanding of the roles of individuals in regional, national, or global communities. | Shows minimal or no awareness of the elements and biases in one’s own culture or subculture. Demonstrates a minimal or no understanding of the complexity of other cultures. Shows minimal or no awareness of the patterns of engagement in civic life, social interaction, or politics. Demonstrates a minimal or no understanding of the roles of individuals in regional, national, or global communities. | No Submission |
| **Teamwork**  Ability to consider different points of view and to work effectively with others to support a shared purpose or goal | Builds on the ideas of others.  Engages team members and facilitates their contributions to meetings.  Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.  Supports a constructive team climate by treating team members respectfully by, perhaps, using positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work; motivating teammates by expressing confidence about the importance of the task and the team's ability to accomplish it; and/or providing assistance and/or encouragement to team members.  Identifies and acknowledges conflict and stays engaged with it. | Shares ideas but does not advance the work of the group.  Engages team members by taking turns and listening to others without interrupting.  Completes all assigned tasks by deadline.  Does not support a constructive team climate by doing any one of the following: treating team members respectfully by being polite and constructive in communication; using positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work; motivating teammates by expressing confidence about the importance of the task and the team's ability to accomplish it; providing assistance and/or encouragement to team members.  Passively accepts alternate viewpoints/ ideas/opinions. | No Submission |