

Assessment of Student Learning

Collegewide Outcome: **Communicate Effectively in Writing**

Indicators: **Read for information gathering, appreciation, and enjoyment**
Write clearly, concisely, and accurately in a variety of contexts and formats

Instructions: This rubric is to be used when writing in response to a reading assignment

ORGANIZATION			
LOW			HIGH
1	2	3	4
<ul style="list-style-type: none"> Has an organizational pattern, but may lack completeness or closure No transitional devices used 	<ul style="list-style-type: none"> Includes a beginning, middle, and end, but these elements may be brief and underdeveloped Minimal use of transitional devices 	<ul style="list-style-type: none"> Contains some organizational pattern, but lacks logical progression of ideas Transitional devices not used effectively 	<ul style="list-style-type: none"> Has logical progression of ideas and powerful organizational scheme; effective use of transitional devices
CONTENT			
1	2	3	4
<ul style="list-style-type: none"> Does not address the topic or contains unrelated ideas 	<ul style="list-style-type: none"> Addresses topic but may lose focus by including extraneous or loosely-related ideas 	<ul style="list-style-type: none"> Focused, but may contain ideas that are only loosely connected to the topic 	<ul style="list-style-type: none"> Focused on the topic, has clear purpose & reflects insight
STYLE			
1	2	3	4
<ul style="list-style-type: none"> Frequent and blatant errors in basic mechanics; commonly used words may be misspelled 	<ul style="list-style-type: none"> Errors in basic mechanics but common words are spelled correctly 	<ul style="list-style-type: none"> General mechanics are used with occasional errors 	<ul style="list-style-type: none"> Sentence structure varied, minimal errors; word choice is adequate
12/29/10		Total	_____/12

WRITTEN COMMUNICATION PARAMETERS

The rubric for evaluation of student written communication skills was developed by a team of communication faculty and members of the Assessment Team. Each piece of student work will be scored using this rubric. Using samples of student work produced during the last semester of their programs, within a required program course, the review team will independently score student artifacts, and then develop a consensus score for each artifact.

The purpose of the assessment is to evaluate students' achievement of the Collegewide Outcome, "*Communicate Effectively*" and its indicators:

- ***Read for information gathering, appreciation, and enjoyment***
- ***Write clearly, concisely, and accurately in a variety of contexts and formats***

Suggested parameters for the writing exercise (based on the attached rubric):

- ◆ The instructor of the course should develop the assignment based on the following suggestions:
 - Explain the purpose of the assignment and allow the student to organize the content and structure (do not prescribe headings or dictate sequence of content). It must contain an introduction, body, and conclusion, and address appropriate organization, content, and style
(See attached rubric for details)
 - The paper must have relevance to program/area of study
 - It should be based on a reading