

ISLO-1 RUBRIC FOR ORAL COMMUNICATION SKILLS

Performance Target: 70% or more of students will perform at a “Meets Expectations” level or higher

Component	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Points	2	1	0
Organization	Contains an introduction, body, and conclusion. Supporting points are presented logically.	Organization, logic, or pattern makes sense.	Lacks organization. Points are presented in a random fashion, making it difficult for the audience to follow.
Supporting Materials	Ideas are well developed with the use of examples or evidence. Information and/or analysis provided establishes credibility and authority on the topic.	Examples or evidence generally support and develop the topic or ideas. Information and/or analysis are appropriate to the topic.	Contains insufficient supporting material. Information and/or analysis minimally support the presentation.
Content	Responds directly to the assignment.	Responds to the assignment.	Does not respond to the assignment (content may be unrelated).
Language	Language is appropriate, professional, and is compelling to the audience.	Language is clear, but there may be some awkwardness or “filler” words used. Contains appropriate language .	Limited or inappropriate vocabulary used.
Delivery	Delivery is varied and dynamic. Rate of speech, volume, and tone enhance listener understanding and interest.	Vocal delivery is clear and understandable. Some vocal expressiveness is displayed, but it may not be polished.	Delivery detracts from the presentation. Speech may be too soft, too fast, or too long. Pauses may distract audience.
Non verbal delivery	Appears confident and in control, makes eye contact, purposeful gestures and movements, and is vocally expressive. Overall, presentation is compelling and polished.	Uses some eye contact, gestures, movement, facial expressions that enhance the presentation.	Eye contact, gestures, movement, and/or facial expressions are inappropriate or distract from the presentation. Speaker may appear uncomfortable.

Some oral presentations may be informal or impromptu in nature and may not require all elements above. Overall Assessment Score = the average component/row score calculated for all rubric components assessed. Satisfactory performance is defined as an overall score of 1 or greater on the components measured.

ISLO-1 RUBRIC FOR PERFORMANCE COMMUNICATION SKILLS

Performance Target: 70% or more of students will perform at a “Meets Expectations” level or higher

Component	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS
Points	2	1	0
Performance Literacy	Demonstrates superior ability to formalize and express a performance that requires two or more concepts.	Demonstrates adequate ability to formalize and express a performance that requires two or more concepts.	Demonstrates little ability to formalize and express a performance that requires two or more concepts.
Performance Vocabulary	Superior development and utilization of performance vocabulary.	Adequate development and utilization of performance vocabulary.	Minimal development and utilization of performance vocabulary.
Design, Execution and Presentation of Performance	Conceptualizes a superior design; practices excellent execution and presentation of performance.	Conceptualizes an adequate design; practices fair execution and presentation of performance.	Conceptualizes an inferior design; does not practice acceptable execution and presentation of performance.

ISLO-1 RUBRIC FOR VISUAL COMMUNICATION SKILLS

Performance Target: 70% or more of students will perform at a “Meets Expectations” level or higher

Component	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Points	2	1	0
Visual Literacy	Demonstrates superior ability to formalize and express an image using two or more concepts	Demonstrates adequate ability to formalize and express an image using two or more concepts	Demonstrates little ability to formalize and express an image using two or more concepts
Visual Vocabulary	Superior development of and utilization of a visual vocabulary	Adequate development of and utilization of a visual vocabulary	Minimal development of and utilization of a visual vocabulary
Design, Execution and Presentation of Art Projects	Conceptualizes a superior design; practices excellent execution and presentation of art projects	Conceptualizes an adequate design; practices adequate execution and presentation of art projects	Conceptualizes an inferior design; does not practice acceptable execution and presentation of art projects

ISLO-1 RUBRIC FOR WRITTEN COMMUNICATION SKILLS

Performance Target: 70% or more of students will perform at a “Meets Expectations” level or higher

Component	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Points	2	1	0
Content	Responds directly to the prompt or question asked. Content is accurate.	Responds to the prompt or question asked. Content is accurate.	Does not respond to the prompt or question asked (content may be unrelated) and/or content is inaccurate.
Organization	Contains a clear sense of order. Includes a thesis or topic sentence. Supporting points are presented in a logical progression.	May lack a thesis or topic sentence, but points are presented in a logical manner.	Lacks organization. Points are presented in a random fashion, making it difficult for the reader to follow.
Development	Develops each point with specific details or examples.	Most points are supported with some details and evidence.	Points are unsupported or supported with sparse details.
Use of Language	Uses discipline-specific language and exhibits some sophistication in word choice.	Discipline-specific language is used sparingly. Has clear sentences but there may be some awkwardness. Appropriate language used.	Limited or inappropriate vocabulary. Slang may be used.
Grammar and Spelling	No major grammatical or spelling errors.	Contains some errors, but they do not interfere with understanding.	Errors are numerous and/or impair understanding.
Integrates Sources (if applicable)	Incorporates summary, paraphrase, and quotations from sources. Uses source information to support own ideas. Cites and documents sources per method required by instructor.	Incorporates some information from sources as supporting information. Cites and documents sources per method required by instructor.	Does not include information from sources, or sources are not documented per method required by instructor.

Overall Assessment Score = the average component/row score calculated for all rubric components assessed. Satisfactory performance is defined as an overall score of 1 or greater on the components measured.