

UAA GER Rubric 1 Final – Written, Oral, Information Literacy

	Capstone	Milestones	Benchmark	LEAP	
Written Comm	Communicate effectively in a variety of contexts and formats				
UAA GER Criteria	4 - Mastery	3 - Proficient	2 - Developing	1 - Beginning	0
1. Responds effectively to assignment	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., task aligns with audience, purpose, context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	(1) Context & Purpose
2. Demonstrates effective organization	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.	(3) Genre & Disc Conv
3. Develops content adequately	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	(2) Content Development
4. Controls syntax & mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free .	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors .	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors .	Uses language that sometimes impedes meaning because of errors in usage.	(Grammatical Coherence)
Oral Comm	Communicate effectively in a variety of contexts and formats				
UAA GER Criteria	4 - Mastery	3 - Proficient	2 - Developing	1 - Beginning	0
1. Demonstrates clear & appr org	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.	(1) Org
2. Uses clear & suitable language	Language choices are imaginative, memorable, and compelling , and enhance the effectiveness of the presentation. Language is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.	(2) Lang
3. Incorporates appr verbal & nonverbal cues	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling , and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting , and speaker appears comfortable .	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable , and speaker appears tentative .	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable .	(3) Delivery
4. Develops relevant & adequate content	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility / authority on the topic.	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.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	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.	(4) Supp Material
Info Literacy	Locate and use relevant information to make appropriate personal and personal decisions				
UAA GER Criteria	4 - Mastery	3 - Proficient	2 - Developing	1 - Beginning	0
1. Determines information needs	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question. Accesses information using effective , well- designed search strategies and most appropriate information sources.	Defines the scope of the research question or thesis completely . Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question. Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question. Accesses information using simple search strategies , retrieves information from limited and similar sources .	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question. Accesses information randomly , retrieves information that lacks relevance and quality .	(1) Extent & (2) Access
2. Demonstrates relevant use of evidence	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved .	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved .	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved .	(4) Specific Purpose
3. Uses information sources critically	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias/point of view).	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).	Chooses a variety of information sources . Selects sources using basic criteria (such as relevance to the research question and currency).	Chooses a few information sources . Selects sources using limited criteria (such as relevance to the research question).	(3) Use Critically
4. Follows appropriate documentation conventions	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	(5) Info Used Legally & Ethically