

SAMPLE RUBRICS FOR ASSESSING KU CORE EDUCATIONAL GOALS

Core Goal #2: Strengthen written and oral communication.

Learning Outcome 2: Upon reaching this goal, students will be able to: *Generate, develop, organize, and convey ideas orally, using language, presentation skills, and other media (for example, digital texts, images, and graphs) to present those ideas clearly, confidently, and in a manner appropriate to specific communication situations.*

	Exceeds Expectations: 4	Expected: 3	Satisfactory: 2	Unacceptable: 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable, nuanced, and makes the content of the presentation cohesive.	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.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is adequate for audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is adequate for audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, vocal expressiveness, and use of appropriate media) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, vocal expressiveness, and use of appropriate media) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, vocal expressiveness, and use of appropriate media) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, vocal expressiveness, and use of appropriate media) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	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.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported).	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not not reinforced and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

Based on *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics*, ed. Terrel L. Rhodes. Copyright 2010, the Association of American Colleges and Universities.

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To be approved for inclusion in the KU Core curriculum, course applications must include a plan to develop evidence and evaluation of student learning, documenting that students have met the criteria associated with the learning outcome that students in your course will achieve. As an aid in meeting this expectation, the committees that developed the goals, learning outcomes, and criteria of the KU Core (the satellite and transition committees) also drafted sample rubrics to provide ideas for how to evaluate what your students have learned. These are examples and should not be considered the only way to assess student learning. You may choose to use these rubrics, or you may develop your own evaluative tools. In reviewing your application, the University Core Curriculum Committee will expect to see a description of the assessment mechanism you will use.