

Assessment Rubric: Written and Oral Communication Skill



Student Name _____

Honors Contract Course _____

Semester _____

Faculty Mentor _____

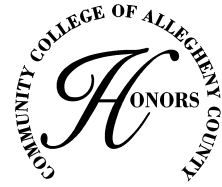
Intended Outcome. The student will employ effective written and/or oral communication skill in completing the Honors project.

The Honors Council has chosen the above outcome as our Program Assessment Objective for this academic year. At the end of the semester, please complete the rubric on the back of this sheet to assess your Honors student's Contract project and return it to your Honors Campus Coordinator along with your completed and signed Honors Contract Cover Sheet.

We understand each Honors project is unique and will require differing methods of inquiry and presentation of findings, depending on the discipline of study, scope of the project, and final form the project will take. As best you are able, please apply this rubric to your student's Honors project. Whether in the field of art or accounting and whether the final project takes the form of a ceramic pot or a research paper, each Honors Contract project should require the Honors student to employ either written and/or oral communication skill. It is on the application of this aspect of the project we would ask you to focus your assessment.

Honors Council sincerely appreciates your help in determining whether our Honors Contract projects are assisting in achieving our program outcomes. If you have any questions, please contact me. Thank you.

Julia Fennell
Honors Program Director
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Intended Outcome. The student demonstrates written and oral communication skill in completing the Honors project.

Performance Area	Exceeds Standard (3)	Meets Standard (2)	Does Not Meet Standard (1)	SCORE
Attendance to the Writing or Speaking Task	The writer/speaker fulfills assignment requirements with respect to length, topic, form, and purpose. Sources are documented appropriately.	The writer/speaker fulfills assignments with minor discernable problems in this area.	A sufficient number of discernable problems in this area interfere with understanding and quality.	<hr/> out of 3
Development and Exploration of Ideas	The writer/speaker presents ideas with relevant support, such as facts, statistics, examples, and quotations. The reasoning is sound.	The writer/speaker fulfills assignments with minor discernable problems in this area.	A sufficient number of discernable problems in this area interfere with understanding and quality.	<hr/> out of 3
Organization	The writer/speaker promotes coherence by logically ordering paragraphs and using devices, such as thesis statements, topic sentences, introductions/conclusions, and transitional phrases.	The writer/speaker fulfills assignments with minor discernable problems in this area.	A sufficient number of discernable problems in this area interfere with understanding and quality.	<hr/> out of 3
Language	The writer/speaker uses language appropriately for the topic, field, genre, and rhetorical situation.	The writer/speaker fulfills assignments with minor discernable problems in this area.	A sufficient number of discernable problems in this area interfere with understanding and quality.	<hr/> out of 3
Grammar and mechanics.	The writer/speaker uses grammar, punctuation, syntax, and spelling appropriately.	The writer/speaker fulfills assignments with minor discernable problems in this area.	A sufficient number of discernable problems in this area interfere with understanding and quality.	<hr/> out of 3
				TOTAL <hr/> out of 15