Environmental Studies (ESI)
PLO Data for ESI (Fa2024 - Sp2025)

Learning Outcome:
PLO 1. Synthesize scientific and humanistic studies through practical environmental application.

WASC COMPETENCY: Written Communication

Outcome Measure:
Capstone Project

Criteria for Success (how do you judge if the students have met your standards):
75% students earn satisfactory (75%) or above on modified AAC&U Rubric: Written Communication + Civic Engagement

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Year	# Students	% Students Meet Requirement
24/25	11	100

Conclusions Drawn from Data:
Data shows we are meeting the criteria.

Changes to be Made Based on Data:
No changes at this time.

Rubric Used
Modified AAC&U Rubric: Written Communication + Civic Engagement

Learning Outcome:
PLO 2. Locate, evaluate, and effectively use information to address environmental concerns.

WASC COMPETENCY: Information Literacy

Outcome Measure:
Portfolio/ Major Research Paper

Criteria for Success (how do you judge if the students have met your standards):
75% students earn satisfactory (75%) or above on AAC&U Rubric: Information Literacy

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Year	# Students	% Students Meet Requirement
24/25	11	100

Conclusions Drawn from Data:
Data shows we are meeting the criteria.

Changes to be Made Based on Data:
No changes at this time.

Rubric Used
AAC&U Rubrics: Information Literacy

Learning Outcome:
PLO 3. Identify and articulate sociocultural dynamics as they relate to the natural world.

WASC COMPETENCY: Critical Thinking

Outcome Measure:
Portfolio/Major Research Paper

Criteria for Success (how do you judge if the students have met your standards):
75% students earn satisfactory (75%) or above modified AAC&U Rubrics: Critical Thinking + Intercultural Knowledge + Lifelong Learner

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Year	# Students	% Students Meet Requirement
24/25	11	100

Conclusions Drawn from Data:
Data shows we are meeting the criteria.

Changes to be Made Based on Data:
No changes at this time.

Rubric Used
modified AAC&U Rubrics: Critical Thinking + Intercultural Knowledge + Lifelong Learner

Learning Outcome:
PLO 4. Present analysis to formal audiences, demonstrating appropriate strategies for audience engagement and oral communication.

WASC COMPETENCY: Oral Communication

Outcome Measure:
Final Oral Presentation

Criteria for Success (how do you judge if the students have met your standards):
75% students earn satisfactory (75%) or above on AAC&U Rubrics: Oral Communication

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Year	# Students	% Students Meet Requirement
24/25	11	100%

Conclusions Drawn from Data:
Data shows we are meeting the criteria.

Changes to be Made Based on Data:
No changes at this time.

Rubric Used
AAC&U Rubric: Oral Communication

Learning Outcome:
PLO 5. Identify and secure post-graduate studies or careers in environmental fields.

Outcome Measure:
Post-graduate careers | Survey

Criteria for Success (how do you judge if the students have met your standards):
70% of alumni work in broad environmental field (assessed every 3 years)

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:
NOT ASSESSED (the first freshman cohort just graduated)

Year	# Students	% Students Meet Requirement
24/25		NOT ASSESSED

Conclusions Drawn from Data:
N/A

Changes to be Made Based on Data:
This will be assessed next year.

Rubric Used
70% of alumni work in broad environmental field (assessed every 3 years starting one year after first freshman cohort graduated)

***NOTE:** WASC competency Quantitative Reasoning has not been assessed. This will be revised in the 25/26 year with implementation 26/27 year.

WRITTEN COMMUNICATION VALUE RUBRIC

For more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 16 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Framing Language

This writing rubric is designed for use in a wide variety of educational institutions. The clearest finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is “How well does writing respond to the needs of audience(s) for the work?” In focusing on this question, the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers’ fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers’ work. Also recommended is including reflective work samples of collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing—in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate.

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/Council of Writing Program Administrators' “White Paper on Writing

Assessment" (2008)[1] and the Conference on College Composition and Communication's "Writing Assessment: A Position Statement" (2008)[2].

[1] The original 2008 hyperlink to this resource is no longer functional (www.wpacouncil.org/whitepaper). An updated version is available online as of 2022 (https://cccc.ncte.org/cccc/resources/positions/writingassessment); however, this VALUE rubric is based off the original 2008 version, which differs from the updated version.

[2] The original 2008 hyperlink to this resource is no longer functional (www.ncte.org/cccc/resources/positions/123784.htm). An updated hyperlink is in use as of 2022 (https://ncte.org/statement/ncte-wpa-white-paper-on-writing-assessment-in-colleges-and-universities/).

WRITTEN COMMUNICATION VALUE RUBRIC

For more information, please contact value@aacu.org

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Content development:** The ways in which the text explores and represents its topic in relation to its audience and purpose.
- **Context of and purpose for writing:** The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
- **Disciplinary conventions:** Formal and informal rules that constitute what is seen generally as appropriate within different academic fields (e.g., introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic). Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- **Evidence:** Source material that is used to extend, in purposeful ways, writers' ideas in a text.
- **Genre conventions:** Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices (e.g., lab reports, academic papers, poetry, webpages, or personal essays).
- **Sources:** Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes—to extend, argue with, develop, define, or shape their ideas, for example.

WRITTEN COMMUNICATION + CIVIC ENGAGEMENT (MODIFIED) VALUE RUBRIC

For more information, please contact value@aacu.org

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	Milestones		Benchmark
	4	3	2	1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s)*	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., the task aligns with audience, purpose, and 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).
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures.	Understands how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further environmental action	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Uses appropriate and relevant content to develop and explore ideas through most of the work. Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Uses appropriate and relevant content to develop simple ideas in some parts of the work. Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
Genre and Disciplinary Conventions	Demonstrates detailed attention to and successful execution of a wide range of	Demonstrates consistent use of important conventions particular to a specific	Follows expectations appropriate to a specific discipline and/or writing task(s)	Attempts to use a consistent system for

Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary)	conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.	discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	for basic organization, content, and presentation.	basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and 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.
Civic Action and Reflection	Demonstrates independent experience and *shows initiative in team leadership* of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and *team leadership of* civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly *participated* in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has *experimented* with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
Civic Contexts/ Structures	Demonstrates ability and commitment to *collaboratively work across and within* community contexts and structures *to achieve a civic aim*.	Demonstrates ability and commitment to work actively *within* community contexts and structures *to achieve a civic aim*.	Demonstrates experience identifying intentional ways to *participate in* civic contexts and structures.	Experiments with civic contexts and structures, *tries out a few to see what fits.*

INFORMATION LITERACY VALUE RUBRIC

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Definition

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. (Adopted from the National Forum on Information Literacy)

Framing Language

This rubric is recommended for use evaluating a collection of work, rather than a single work sample, in order to fully gauge students' information skills. Ideally, a collection of work would contain a wide variety of different types of work and might include research papers, editorials, speeches, grant proposals, marketing or business plans, PowerPoint presentations, posters, literature reviews, position papers, and argument critiques to name a few. In addition, a description of the assignments with the instructions that initiated the student work would be vital in providing the complete context for the work. Although a student's final work must stand on its own, evidence of a student's research and information gathering processes, such as a research journal/diary, could provide further demonstration of a student's information proficiency and, for some criteria on this rubric, would be required.

INFORMATION LITERACY VALUE RUBRIC

For more information, please contact value@aacu.org

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	Milestones		Benchmark
	4	3	2	1
Determine the Extent of Information Needed	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.	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.	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.	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.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and Its 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 or 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).
Use Information Effectively to Accomplish a Specific Purpose	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.
Access and Use Information Ethically and Legally	Students correctly use 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.	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	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.	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.

	Demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	ideas requiring attribution. Demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

*Corrected Dimension 3: Evaluate Information and Its Sources Critically in July 2013

CRITICAL THINKING VALUE RUBRIC

For more information, please contact value@aacu.org

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Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Ambiguity:** Information that may be interpreted in more than one way.
- **Assumptions:** Ideas, conditions, or beliefs (often implicit or unstated) that are “taken for granted or accepted as true without proof” (Dictionary.com, 2009, para. 1; www.dictionary.reference.com/browse/assumptions).
- **Context:** The historical, ethical. political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- **Literal meaning:** Interpretation of information exactly as stated. For example, “she was green with envy” would be interpreted to mean that her skin was green.
- **Metaphor:** Information that is (intended to be) interpreted in a non-literal way. For example, “she was green with envy” is intended to convey an intensity of emotion, not a skin color.

CRITICAL THINKING + INTERCULTURAL KNOWLEDGE + LIFELONG LEARNER (MODIFIED) VALUE RUBRIC

For more information, please contact value@aacu.org

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	**Milestones**		**Benchmark**
	4	3	2	1
Explanation of Issues	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations. Suspends judgment in valuing her/his interactions with culturally different others.	Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations. Has difficulty suspending any judgment in her/his interactions with culturally different others and is aware of own judgment and expresses a willingness to change.	Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations. Has difficulty suspending any judgment in her/his interactions with culturally different others but is unaware of own judgment.
Evidence *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of Context and Assumptions *Knowledge of cultural worldview frameworks*	Thoroughly (systematically and methodically) analyzes own and others' assumptions. Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. And carefully evaluates the relevance of contexts	Identifies own and others' assumptions. Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Questions some assumptions. Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position. Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

	when presenting a position.			
Student's Position (perspective)	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.
Skills *Empathy*	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.

ORAL COMMUNICATION VALUE RUBRIC

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The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and including a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Central message:** The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- **Delivery techniques:** Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- **Language:** Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- **Organization:** The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- **Supporting material:** Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speaker's credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

ORAL COMMUNICATION VALUE RUBRIC

For more information, please contact value@aacu.org

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	Milestones		Benchmark
	4	3	2	1
Organization	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 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, 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 appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to 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, 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.
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 often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.