

Winston-Salem State University

Critical Reading General Education Rubric

Interacting with written language to construct and reflect on meaning while evaluating and questioning in relation to contextual information.

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Constructing Meaning	Always derives accurate meaning from texts by making sense of written words and analyzing reading with respect to prior knowledge, research and experience	Usually derives accurate meaning from texts by making sense of written words and analyzing reading with respect to prior knowledge, research and experience	Derives meaning from texts in a limited fashion, makes sense of written words but no further analysis	Derives meaning from texts in a confused or inaccurate way
Reflecting	Always provides strong evidence of thoughtful processing of ideas by thinking about text and making connections to add to or change knowledge base	Usually provides evidence of thoughtful processing of ideas by thinking about text and making connections to add to or change knowledge base	Provides limited evidence of thoughtful processing of ideas including limited thinking or connections	Provides no evidence of thoughtful processing of ideas, knowledge base not affected by reading
Evaluating	Always considers written words from various perspectives: accuracy, reliability, appropriateness, underlying meanings, intentions, agendas, assumptions, priorities; choosing important ideas/thoughts	Usually considers written words from various perspectives: accuracy, reliability, appropriateness, underlying meanings, intentions, agendas, assumptions, priorities; choosing important ideas/thoughts	Attempts to rethink and refine ideas; attempts to consider written words from various perspectives: accuracy, reliability, appropriateness, underlying meanings, intentions, agendas, assumptions, priorities; choosing important ideas/thoughts	Accepts or rejects ideas without further consideration
Questioning	Always explores perspectives, assumptions, purposes, and techniques exemplified or implied by the text by developing appropriate questions while reading	Usually explores perspectives, assumptions, purposes, and techniques exemplified or implied by the text by developing appropriate questions while reading	Attempts to explore perspectives, assumptions, purposes, and techniques exemplified or implied by the text by sometimes developing appropriate questions while reading	Takes text at face value, showing minimal awareness of perspectives, assumptions, purposes, and techniques
Contextualizing	Always connects written language with contexts such as prior experience, historical setting,	Usually connects written language with contexts such as prior experience, historical setting,	Makes connections in a limited fashion between written language and contexts	Reads written language in isolation or connects it to irrelevant or

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	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
	physical setting, knowledge of the discipline, etc.	physical setting, knowledge of the discipline, etc.		inaccurately understood contexts

Winston Salem State University
Oral Communication Rubric for General Education

Use appropriate language, conventions, elocution, poise, organization, supporting evidence, and content to effectively communicate through the spoken word for the purpose and audience.

	Capstone (4)	Milestone (3)	Benchmark (2)	Baseline (1)
Context / Audience/ Medium	Speaker skillfully adapts style and message to the context (e.g. public speaking, interpersonal, small group and teams) and consistently demonstrates respect and sensitivity diverse audiences	Speaker adapts to the context (e.g., <u>public speaking</u> , interpersonal, small group and teams) and demonstrates respect and sensitivity for diverse audiences	Speaker attempts to adapt to the context (e.g. public speaking, interpersonal, small group and teams) and inconsistently demonstrates respect and sensitivity for diverse audiences	Speaker fails to adapt to the context (e.g., public speaking, interpersonal, small group and teams); and demonstrates some cultural bias and is insensitive to the needs of a diverse audience
Organization	Organizational pattern is clearly and consistently observable, well structured, and makes the content of the message cohesive	Organizational pattern is observable within the message	Organizational pattern is attempted within the message	Organizational pattern is not observable within the message
Delivery	Speaker consistently demonstrates mastery of delivery techniques and appears polished and confident	Speaker demonstrates mastery of delivery techniques and appears comfortable	Speaker demonstrates some mastery of delivery techniques and appears hesitant	Speaker fails to demonstrate mastery of delivery techniques and appears uncomfortable
Language	Language choices are imaginative, memorable, compelling, and appropriate and enhance the effectiveness of the message	Language choices are thoughtful, appropriate, and generally support the effectiveness of the message	Language choices are mundane and commonplace and partially support the effectiveness of the message	Language choices are unclear, inappropriate to the audience and minimally support the effectiveness of the message
Supporting Materials	Provides a variety of supporting material and makes appropriate reference to information or analysis that significantly supports the message or establishes the speaker's credibility/authority on the topic	Provides supporting material and makes appropriate reference to information or analysis that generally supports the message or establishes the speaker's credibility/authority on the topic	Occasionally provides supporting materials and makes reference to information or analysis that supports the message or establishes the speaker's credibility/authority on the topic	Fails to provide supporting materials or make reference to information that supports the message or establishes the speaker's credibility/authority on the topic
Central Message	Central message is compelling 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 is not explicitly stated or understandable

Winston-Salem State University
Written Communication General Education Rubric

	Capstone (4)	Milestone (3)	Benchmark (2)	Baseline (1)
Focus/Purpose	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, and purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions)	Demonstrates minimal attention to context, audience, and purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience)
Content and Support	Uses substantial, specific, and/or illustrative content with sophisticated ideas that are particularly well-developed and supported by high-quality credible and relevant evidence	Uses sufficient and appropriate content to explore ideas that are well-developed and supported by credible and relevant evidence	Uses appropriate content to develop and explore some key concepts through most of the work and demonstrates an attempt to use suitable sources	Uses some appropriate content to develop simple ideas in some parts of the work and demonstrates an attempt to use sources to support these ideas
Organization and Disciplinary Conventions	Structure is logical and coherent, making insightful connections among ideas and demonstrating detailed attention to and successful execution of discipline-specific conventions concerning organization and presentation	Structure is logical and coherent, clearly making connections among ideas and demonstrating consistent use of discipline-specific conventions concerning organization and presentation	Structure is generally clear and follows discipline-specific expectations concerning organization and presentation	Attempts to use a consistent system for basic organization and presentation of ideas
Language and Style	Exhibits skillful use of language, appropriate vocabulary, and variety in sentence structure	Exhibits adequate use of language, appropriate vocabulary, and some variety in sentence structure	Use of language is inconsistent, with limited vocabulary and little variety in sentence structure	Use of language and vocabulary are limited and demonstrates frequent problems in sentence structure
Mechanics and Usage	Is free of most errors in grammar and mechanics	Shows control of grammar and mechanics with limited errors	Uses writing mechanics that generally convey clarity although there are errors in usage	Meaning may be impeded because of errors in usage and mechanics