



Rubrics for assessment of QEP student learning outcomes

SLO#1: Clearly communicate passion for their professional career

Defining the Criteria

Clarity: Communicating in a way that the message is easily understood by the audience.

Passion: Communicating how your personal values motivate you to pursue your career.

Distinctive: Communicating what sets your work apart from your peers.

Written Delivery: Demonstrating appropriate use of syntax and mechanics of written language.

Verbal Delivery: 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.).

CRITERIA	BEGINNING	MILESTONE 1	MILESTONE 2	ADVANCED
Clarity	Not yet able to communicate with clarity even when prompted.	Can communicate with some clarity when prompted.	Takes initiative to communicate with increasing clarity.	Communicates with confidence in an unambiguous and concise manner.
Passion	Not yet able to communicate any factors motivating their career pursuit.	Can communicate enthusiasm and temperament for their discipline but unable to explain how it connects to their values.	Communicates how their work connects to their values.	Communicates how the personal values motivating their career pursuit help them overcome obstacles to their goals.
Distinctive	Not yet able to communicate how their work fits into any context outside of their own ideas.	Can communicate some understanding of the breadth and depth of their discipline, but struggles to place their own work within that context.	Can communicate how their work fits within the larger context of their discipline but struggles to explain how their work is unique within that context.	Can communicate how their unique approach fits within the larger context of their discipline.
Written Delivery	Uses language that sometimes impedes meaning because of errors in usage.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.
Verbal Delivery	Delivery techniques detract from the understandability of the presentation, and speaker appears uncomfortable.	Delivery techniques make the presentation understandable, and speaker appears tentative.	Delivery techniques make the presentation interesting, and speaker appears comfortable.	Delivery techniques make the presentation compelling, and speaker appears polished and confident.

Written and verbal delivery criteria adapted from:

Rubrics for assessment of QEP student learning outcomes

SLO#2: Effectively critique their own work.

Defining the Criteria

Intent: Able to communicate the artistic intent of the work.

Objectivity: Able to communicate how effectively the work fulfills the artistic intent.

Synthesis: Able to communicate how to revise and improve the work based on their critique.

CRITERIA	BEGINNING	MILESTONE 1	MILESTONE 2	ADVANCED
Intent	Not yet able to make any coherent statement of artistic intent.	Able to state a generic or vague artistic intent.	Able to state a clear and detailed artistic intent.	Statement of artistic intent is clear, detailed, and placed within a supporting context.
Objectivity	Not yet able to identify or acknowledge how any element of the work could be improved to better fulfill the artistic intent.	Able to acknowledge elements of the work, suggested by others, that could be improved to better fulfill the artistic intent.	Able to independently identify elements of the work that could be improved to better fulfill the artistic intent.	Able to independently identify elements of the work, in harmony with the suggestions of others, that could be improved to better fulfill the artistic intent.
Synthesis	Not yet able or willing to communicate how the information learned through critique can be applied to improve the work.	Willing to discuss ways to apply information learned through critique when prompted by others.	Able to independently explain how information learned through critique can be applied to improve the work.	Able to independently explain unique solutions to problems learned through experimenting with information gained through critique.

Rubrics for assessment of QEP student learning outcomes

SLO#3: Effectively critique the work of others.

Defining the Criteria

Contextualize: Ability to place their observations about the work within a context that aligns with the artistic intent.

Balanced Perspective: Ability to acknowledge ways in which the work both succeeds and fails to fulfill the artistic intent.

Collaborative Engagement: Actively participates in helping the work succeed.

CRITERIA	BEGINNING	MILESTONE 1	MILESTONE 2	ADVANCED
Contextualize	Makes no effort to understand the artistic intention before commenting.	Makes some effort to understand the artistic intention before commenting but often asks biased questions.	Makes an effort to understand the artistic intent before commenting. Asks neutral questions but may struggle to offer feedback that relates to the artistic intent.	Makes an effort to thoroughly understand the artistic intention before commenting. Asks neutral questions and offers feedback that relates to the artistic intent.
Balanced Perspective	Presents an unbalanced perspective by stating only positive or negative aspects of the work.	May still present unbalanced perspective, but can offer balanced feedback when prompted.	Independently presents a balanced perspective.	Presents a balanced perspective with complex analysis and supportive views.
Collaborative Engagement	Not yet able or willing to engage in the critique process.	Limited engagement in the critique process. Questions and comments do not support helping the work to succeed.	Will engage in the critique process when prompted. Tends to follow the lead of others when offering questions or comments.	Engages in the critique process without prompting. Contributes in unique ways that help the work improve, and supports dialogue.