



Assessment Tools for General Education

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The rubrics and other assessment tools that follow provide, for each general education area, detailed information about the criteria for assessment and clear standards for judging whether students are exceeding, meeting, approaching, or not meeting the learning outcomes described in the “Plan for Assessment of General Education.”

In some general education areas, Geneseo has chosen to take a finer-grained measure of student learning than is required by SUNY. This has been done by breaking down a relatively broad SUNY outcome into some of its constituent elements and measuring these elements independently. For example, rather than assess students’ performance relative to “quantitative reasoning skills,” Geneseo will assess their performance in the five distinct areas of quantitative reasoning stipulated in the Numeric/Symbolic Reasoning rubric: symbolization, relationships, formulation, analysis, and interpretation.

In such cases, when reporting assessment results to SUNY, Geneseo will average the constituent measures in order to provide a snapshot of students’ performance relative to the more global measure. These averages will relate to standards of success as follows:

3.5 - 5.0	exceeding
2.5 - 3.4	meeting
1.5 - 2.4	approaching
0.0 -1.4	not meeting

Numeric and Symbolic Reasoning Rubric

	Symbolization The ability to convert a problem into a setting using symbolic terminology	Relationships The ability to connect quantities and find relationships among symbolic quantities	Formulation The ability to construct an appropriate symbolic framework	Analysis The ability to carry out algorithmic and logical procedures to resolution	Interpretation The ability to draw valid conclusions from numeric/symbolic evidence
4 Exceeding	The student displayed a clear command of the area's terminology and notation by describing verbally all the relevant quantities or variables in the problem and labeling each quantity in appropriate mathematical or symbolic terms consistent with standard usage.	The student verbally justified the introduction of a complete set of relationships among the symbolic forms, including auxiliary elements; provided multiple visual representations of various cases that were complete and accurate.	The student structured the problem in a novel way, viewing familiar aspects from a new perspective.	The student used a creative method leading to an elegant solution; carried out a logical sequence of algorithms and procedures; used symbolic operational rules flawlessly; performed computational steps with precision.	The student drew valid well-stated and well-justified conclusions from the symbolic/numeric solution; demonstrated insight in expressing the meaning of the symbolic solution in the context of the original problem.
3 Meeting	The student displayed a sufficient command of the terminology and notation by labeling all the relevant quantities in the problem; used the area's mathematical/ symbolic terminology correctly.	The student listed a complete set of relationships among the symbolic forms, perhaps introducing additional elements; provided a complete, accurate visual representation which revealed key relationships.	The student identified a relevant conventional framework for the problem and determined all the pertinent parameters.	The student made a minor computational error, but the mathematical/operational procedures used led to an essentially correct solution.	The student drew valid clearly-stated and reasonably-justified conclusions from the symbolic/numeric solution; clearly expressed the meaning of the symbolic solution in the context of the original problem.
2 Approaching	The student failed to identify an important quantity or variable in the problem; was inconsistent in the use of the mathematical/symbolic terminology or notation.	The student made progress finding relationships but missed a significant connection; introduced a visual representation that was incomplete or inaccurate.	The student was aware of a relevant framework but failed to consider an important aspect of the structure.	The student made a major/basic computational error, but the mathematical/ operational procedures used led to a partially correct solution.	The student drew valid but poorly stated conclusions from the symbolic/numeric solution; provided a weak attempt to express the meaning of the symbolic solution in the context of the original problem.
1 Not Meeting	The student failed to identify any important quantities or variables in the problem; introduced mathematical or symbolic representations which were incorrect; consistently used mathematical/symbolic terminology incorrectly.	The student used irrelevant information in trying to set up the problem; relied on visual representations that were misleading; neglected fundamental connections and relationships.	The student was unable to focus the work toward a relevant structure; seemed to be unaware of a framework for the problem.	The student tried to use an inappropriate algorithm or method of solution or was unable to follow an algorithm or mathematical procedure to completion; made computational errors serious enough to flaw the solution.	The student seemed unaware of the significance of the symbolic/numeric solution; drew a conclusion unsubstantiated by the results obtained.
	convert	connect	construct	carry out	conclude

Critical Writing and Reading Rubric

Papers must demonstrate competence in each of the following areas. A score of "3" indicates competence (meeting the standard). An average of "4" or more in all categories indicates competence for the whole paper. A score of "2" indicates approaching the standard, and a score of "1" indicates not meeting the standard.

Check here if this is a revised essay.

Critical Reading	Argument	Logic and Coherence	Evidence	Revision	Directness and Succinctness	Grammatical, Mechanical clarity
5 The writer demonstrates superior, original insight about the text(s) under discussion.	5 The essay's thesis is original, well established, and intelligently presented.	5 The essay's organization (ordering of assertions) is outstandingly composed; inferences are drawn logically with superior insight; and no part of the essay is extraneous.	5 The writer demonstrates a breadth of understanding of the topic through careful selection and presentation of evidence to support assertions.	5 The writer has completely rethought and improved where needed the essay's argument, organization, use of evidence, wording, grammar and mechanics.	5 The writer chooses words and constructions with care, making statements in support of the argument directly and clearly.	5 The essay contains no errors in sentence structure, spelling, word choice, punctuation, or documentation; the composition is elegant and complex while remaining clear.
4 The writer demonstrates original insight about the text(s) under discussion.	4 The essay's thesis asserts an original argument.	4 The essay's organization (ordering of assertions) is thoughtfully composed; inferences are drawn logically and interestingly; and no part of the essay is extraneous.	4 The writer supports assertions with carefully selected evidence.	4 The writer has shown new, thinking and improvement where needed on four of the following: the essay's argument, organization, use of evidence, wording, grammar and mechanics.	4 The writer includes a wordy construction no more than two times throughout the essay but the argument is clearly understood.	4 The essay contains no more than two errors in sentence structure, spelling, word choice, punctuation, or documentation; and the composition is sophisticated.
3 The writer demonstrates an understanding of the text(s) under discussion.	3 The essay has a thesis.	3 The essay's organization (ordering of assertions) is clear; inferences are drawn logically; and no part of the essay is extraneous.	3 The writer supports assertions with evidence.	3 The writer has shown initiative beyond the markings on the first draft to improve three of the following: the essay's argument, organization, use of evidence, wording, grammar and mechanics.	3 The writer includes three or four wordy sentences, but the essay's argument remains discernable.	3 The essay contains three or four errors in sentence structure, spelling, word choice, punctuation, or documentation.
2 The writer represents the text(s) under discussion poorly.	2 The essay's thesis is unclear.	2 The essay's organization (ordering of assertions) is faulty; inferences are drawn illogically once or twice; or one or two parts of the essay are extraneous.	2 The writer fails to support assertions with evidence once or twice.	2 The writer has fixed problems in wording, grammar, and mechanics.	2 Five or six sentences in the essay are wordy, pretentious, or overwritten, detracting from the essay's argument.	2 The essay contains five or six errors in sentence structure, spelling, word choice, punctuation, or documentation.
1 The writer fails to address the text(s) under discussion.	1 The essay has no thesis.	1 The essay demonstrates no sense of organization; inferences are drawn illogically three or more times; or three or more parts of the essay are extraneous.	1 The writer fails to support assertions with evidence three or more times.	1 The writer has failed to fix problems in wording, grammar, and mechanics between drafts.	1 Seven or more sentences in essay are wordy, pretentious, or overwritten, obscuring the essay's argument.	1 The essay contains seven or more errors in sentence structure, spelling, word choice, punctuation, or documentation.

Humanities Rubric for Outcomes 1 and 2

In assessing Outcome 1, readers will look for the following:

- A. Essay demonstrates knowledge of individual texts by Western thinkers.
- B. Essay makes thoughtful comparisons & distinctions amongst more than one Western thinker.
- C. Essay situates multiple Western thinkers in relation to moral, social, and political issues of their times.
- D. Essay asserts its own distinctive critical perspective in relation to Western thinkers

In assessing Outcome 2, readers will look for the following:

- A. Essay demonstrates knowledge of major historical trends and movements.
- B. Essay utilizes specific examples from major historical trends and movements.
- C. Essay relates individual texts and thinkers to major historical trends and movements.
- D. Essay asserts its own distinctive critical perspective in relation to major historical trends and movements.

Readers will score essays using the following rubric:

For each outcome above, if then the essay and should be assigned a score of . . .
the essay contains A -D	exceeds the standard	4
the essay contains any 3 of A-D	meets the standard	3
the essay contains any 2 of A-D	is approaching the standard	2
the essay contains any 1 of A-D		1
the essay contains none of A-D	does not meet the standard	0

Humanities Rubric for Outcomes 3 and 4

As described in the “Plan for Assessment of General Education at Geneseo,” in the first assessment cycle Outcome 4 (“interdisciplinarity”) will be assessed only in selected sections. After the first cycle, it will be assessed in all sections.

Standards	Argumentation	Evidence	Critical Thinking	Historical context	Interdisciplinarity	Mechanics
Exceeding	4 Thesis is original, well established, and intelligently presented	4 Writer demonstrates a breadth of understanding through carefully selected evidence to support claims	4 Opinions of others are clearly represented, and given sophisticated evaluation as to their logic & relevance to topic	4 Argument is informed by a sophisticated, in-depth knowledge of history beyond required Humanities texts	4 Argument involves sophisticated application of more than one disciplinary perspective (e.g., literature, history, philosophy, social science) to subject under discussion	4 Essay’s mechanics are flawless or nearly so; prose draws attention to itself for clarity and elegance
Meeting	3 Thesis asserts an original argument	3 Writer supports assertions with evidence	3 Opinions of others are clearly represented, and given some evaluation as to their logic & relevance to topic	3 Argument constructively utilizes historical knowledge, as presented in required Humanities texts	3 Argument brings more than one disciplinary perspective to subject under discussion.	3 Essay is competently written; mechanical errors do not prevent reader from understanding argument
Approaching	2 The essay has a thesis	2 Writer sometimes fails to support assertions with evidence	2 Opinions of others are simply restated, with little or no critical evaluation	2 Argument demonstrates some knowledge of history, whether cited or indirect	2 Argument refers to more than one disciplinary perspective and shows awareness of how perceptions vary with perspectives.	2 Essay contains mechanical errors distracting enough to turn reader’s attention away from argument
Not Meeting	1 The essay’s thesis is unclear or nonexistent	1 Writer almost always fails to support assertions with evidence	1 Opinions of others are represented in garbled form	1 Argument shows little or no evidence of historical knowledge, even indirectly	1 Argument does not refer to more than one disciplinary perspective and/or shows no awareness of how perceptions vary with perspectives.	1 Essay’s mechanical flaws are pervasive; argument is difficult or impossible to understand

Social Science Rubric

	METHODS OF SOCIAL SCIENCE <i>Hypothesis Development, Document Analysis, Observation, Experiment, Measurement, Statistical Analysis, or Interpretative Analysis</i>	KNOWLEDGE OF SOCIAL SCIENCE <i>Major Social Science Concepts, Major Social Science Models, Major Social Science Concerns</i>	KNOWLEDGE OF PUBLIC ISSUES <i>Social Issues, Political Issues, Economic Issues, Moral Issues</i>
4 Exceeding	The student demonstrated a clear understanding of the relative merits of at least two of the methods used by social scientists.	The student demonstrated a clear understanding of the relative merits of at least two social science models.	The student demonstrated a clear understanding of the social, political, economic, or moral aspects of at least two public issues.
3 Meeting	The student demonstrated a clear understanding of at least one of the methods used by social scientists.	The student demonstrated a clear understanding of at least one social science model.	The student demonstrated a clear understanding of the social, political, economic, or moral aspects of at least one public issue.
2 Approaching	The student could distinguish between the methods of social science and other liberal arts disciplines, but failed to clearly describe even one social science method.	The student could distinguish between the concepts, models, and concerns of social science and those of other liberal arts disciplines, but misunderstood important elements of this social science knowledge.	The student could express the social, political, economic, or moral aspects of a public issue, but overlooked important aspects or made questionable judgments.
1 Not Meeting	The student could not distinguish between the methods of social science and other liberal arts disciplines.	The student could not distinguish between the concepts of social science and other liberal arts disciplines.	The student could not express the social, political, economic, or moral aspects of a public issue.

Fine Arts Rubric

	Portfolio / Performance	Craftsmanship	Interpretation / Analysis
Exceeding 4	The student will demonstrate an understanding of the principles and elements used in the art form under study, and demonstrate sensitivity to, and creativity with the medium chosen. The work produced will demonstrate high quality , and be presented in a professional manner.	The student will demonstrate exemplary knowledge of a variety of techniques which can be used in working with their chosen art form. Demonstration of new insights and working methods, and some historic knowledge of the uses and development of the medium chosen is essential.	Students will demonstrate an exemplary ability to analyze and interpret the art form under study. In this, the student will demonstrate an excellent understanding of this art form at a high level.
Meeting 3	The student will demonstrate an understanding of the principles and elements used in the art form under study, and demonstrate sensitivity to, and creativity with the medium chosen. The work produced will demonstrate medium quality , and be presented in a somewhat professional manner.	The students will demonstrate proficient knowledge of a variety of techniques which can be used in working with their chosen art form. He or she will indicate knowledge of some new insights and working methods, and some historic knowledge of the uses and development of the medium chosen.	Students will demonstrate proficient ability to analyze and interpret the art form under study. In this, the student will demonstrate a good understanding of this art form at a medium level.
Approaching 2	The student demonstrates an understanding of the principles and elements used in the art form under study, and demonstrate some sensitivity to, and creativity with the medium chosen. The work produced will demonstrate a developing quality , and be presented in an acceptable manner.	The student will demonstrate developing knowledge of a variety of techniques which can be used in working with their chosen art form. He or she will also demonstrate some insights and working methods, and some historic knowledge of the uses and development of the medium chosen.	Students will demonstrate an developing ability to analyze and interpret the art form under study. In this, the student will demonstrate an understanding of this art form at a beginning level.
Not Meeting 1	The student will demonstrate occasionally an understanding of the principles and elements used in the art under study, but will have difficulty demonstrating sensitivity to, and creativity with the medium chosen. The work produced will be of sub-standard quality , and be presented in a non-professional manner.	The student demonstrates deficient knowledge of a variety of techniques which can be used in working with their chosen art form. He or she does not demonstrate new insights and working methods, and has insufficient historic knowledge of the uses and development of the medium chosen.	Students will demonstrate deficiencies in their ability to analyze and interpret the art form under study. In this, the student will demonstrate an insufficient understanding of this art form at any level.

Information Management Assessment Instrument

Basic Computer Skills Performance Assessment

1. Log on with a user name and password (Outcomes 1,2).
2. Open a blank page in Word, type the title "My Freshman Year" at the top center of the page. Bold and underline the title. On the next line, using standard margins, left justify, Times New Roman, size 14 font, type several sentences about courses that you enjoyed during your freshman year (Outcomes 1,2).
3. Go to the SUNY Geneseo home page, access "Course Offerings," locate one course you just discussed, copy, and paste the name of the course into your Word document (Outcomes 1,2,4).
4. Save this document as "My Freshman Year" to the following locations (Outcomes 1,2,3):
 - a. To a disk in the A drive
 - b. Hard Drive
 - c. Desk top
 - d. Personal Folder on "Main"

Now create a new folder in each of the locations listed in number 6 above, name each folder, and place a copy of the document in each folder (Outcomes 1,2).

5. Access the Athena outbox. Locate the folder labeled "INTD 105 Assessment." Open the folder and find the document entitled "For my Essay." Save this document to your main space. (Outcomes 1, 3).
6. Open your E-mail. Compose an E-mail and attach the "For My Essay" and "My Freshman Year" documents. Send this e-mail to yourself with a copy to Liles@geneseo.edu. Next, open the e-mail, open the attachments, and move the content of "For My Essay" to the same page as "My Freshman Year." Now save this on your main space under a new name. (Outcomes 1, 2, 3, 5).
7. Go to the following url: <http://www.geneseo.edu/~farrellk/WebCriteria.html>. Read the "Criteria for Evaluating Web Documents." Scroll down to the bottom of the page. Compare and contrast any two sites on the issue using the criteria for evaluating websites. Cut and paste the url of the most appropriate site to use for an academic paper into a new blank document. Name the document and save it to your main space (Outcomes 1,2,4).

Each student's performance will be rated on the following scale:

<u>Exceeding</u>	<u>Approaching</u>
0 mistakes	5 mistakes
1 mistake	6 mistakes
<u>Meeting</u>	<u>Not Meeting</u>
2 mistakes	7 or more mistakes
3 mistakes	
4 mistakes	

Basic Research Rubric

	LOCATE	EVALUATE	SYNTHESIZE	ARGUE
EXCEEDING (4)	Research project relies exclusively or almost exclusively on multiple appropriate sources located independently by the student. These sources are adequate in number to give the research validity.	Project does not cite any sources inappropriate for this discipline or this type of research, unless it is for the specific purpose of evaluating and criticizing them.	Research project is highly effective in relating various sources both to each other and to the main thesis or purpose of the project.	Research project presents a clearly stated and highly original argument ; argument is developed in paragraphs that are extremely well-organized and rigorously logical ; sources are used in a highly effective manner to provide a wealth of supporting detail.
MEETING (3)	Research project relies mainly on multiple appropriate sources located independently by the student. These sources are adequate in number to give the research validity.	If project cites inappropriate sources, and citations are not for the specific purpose of evaluating and criticizing the sources, the use of inappropriate sources is only slightly damaging to the validity of the research.	Research project is effective in relating various sources both to each other and to the main thesis or purpose of the project.	Research project presents a clearly stated and relatively fresh argument ; argument is developed in paragraphs that are generally well-organized and logical , with occasional problems, if present, proving only slightly damaging to argument's persuasiveness; sources are used in an effective manner to provide adequate supporting detail.
APPROACHING (2)	Research project relies somewhat on multiple appropriate sources located independently by the student. Insufficient number of sources may be somewhat damaging to the validity of the research.	Research project makes use of inappropriate sources in a way that is somewhat damaging to the validity of the research.	Research project is somewhat effective in relating various sources both to each other and to the main thesis or purpose of the project.	Research project presents a clearly stated argument ; argument is developed in paragraphs that are generally well-organized and logical yet may show problems that are somewhat damaging to the argument's persuasiveness; sources are used in a somewhat effective manner to provide some, though not enough , supporting detail.
NOT MEETING (1)	Research project relies exclusively or almost exclusively on sources provided by the instructor , and/or insufficient number of sources is fatally damaging to the validity of the research.	Research project makes use of inappropriate sources in a way that is fatally damaging to the validity of the research.	Research project is not effective in relating various sources both to each other and to the main thesis or purpose of the project.	Research project presents a poorly formulated argument or no argument ; argument, if present, is developed in paragraphs that are so ill-organized and illogical as to prove fatally damaging to the argument's persuasiveness; sources are used in an ineffective manner and/or provide inadequate supporting detail.

U.S. History Rubric

	Outcome 2: Common Institutions Knowledge of the History and Development of Common American Institutions, social structures, and cultural forms, and how they have related to different groups.	Outcome 3: Evolving Relationship Knowledge of the History and Development of America's Evolving Relationship with the Rest of the world	Outcome 1b: Unity and Diversity Knowledge of Unity and Diversity in American society	Outcome 1a: Basic Narrative Knowledge of a Basic Narrative of American History that includes political, economic, social and cultural components.
4.Exceeding	Student has demonstrated a thorough knowledge of at least two common American institutions, and how they have related to different groups in American society	Student clearly demonstrated a deep and complex understanding of the relationship between the United States and other parts of the world and its evolution over time.	Student clearly demonstrated an understanding of diversity in American society, as well as unifying values, norms and institutions; and a sense of how unity and diversity has evolved over time	Student could demonstrate a thorough knowledge of a narrative of American history that includes political, economic, social and cultural components over a span of at least 150 years.
3. Meeting	Student demonstrated knowledge of one common American institution, and how it relates to different groups in American society.	Student demonstrated a basic understanding of the relationship between the United States and the rest of the world and how America's relations have evolved over time	Student demonstrated a basic understanding of unity and diversity in American society.	Student demonstrated a basic understanding of a narrative of American history
2. Approaching	Student could demonstrate knowledge of a common American institutions, but not how they have related to different groups in American society	Student demonstrated an understanding of the rudiments of America's relationship with the rest of the world, but only the simplest understanding of how America's relations have evolved over time.	Student demonstrated only the most rudimentary understanding of unity and diversity in American society, and has difficulty demonstrating an understanding of how unity and diversity have evolved over time in American society	Student demonstrated only the most rudimentary knowledge of a narrative of American history, and could not specifically demonstrate knowledge of all of the following components: political, social, cultural and economic
1. Not Meeting	Student could not demonstrate a clear understanding of the functioning of common American institutions, nor how they relate to different groups in American society	Student could not demonstrate an understanding of America's evolving relationship with the rest of the world	Student thinks everyone in the United States is just like him/her	Student demonstrated no knowledge of a narrative of American history.

Non-Western Traditions Rubric

Standards	Non-western Knowledge	Non-western History	Non-western social & economic issues	Non-western symbolic world
Exceeding (4)	Student demonstrates thorough understanding of the knowledge of a non-western society.	Student demonstrates thorough understanding of the history of a non-western society.	Student demonstrates thorough understanding of significant social and economic issues pertaining to non-western societies.	Student demonstrates thorough understanding of symbolic world coded by and manifest in non-western societies.
Meeting (3)	Student demonstrates adequate understanding of the knowledge of a non-western society.	Student demonstrates adequate understanding of the history of a non-western society.	Student demonstrates adequate understanding of significant social and economic issues pertaining to non-western societies.	Student demonstrates adequate understanding of symbolic world coded by and manifest in non-western societies.
Approaching (2)	Student demonstrates a superficial or incomplete understanding of the knowledge of a non-western society.	Student demonstrates a superficial or incomplete understanding of the history of a non-western society.	Student demonstrates a superficial or incomplete understanding of significant social and economic issues pertaining to non-western societies.	Student demonstrates a superficial or incomplete understanding of symbolic world coded by and manifest in non-western societies.
Not Meeting (1)	Student is unable to demonstrate understanding of the knowledge of a non-western society.	Student is unable to demonstrate understanding of the history of a non-western society.	Student is unable to demonstrate understanding of significant social and economic issues pertaining to non-western societies.	Student is unable to demonstrate understanding of symbolic world coded by and manifest in non-western societies.

Natural Science Rubric

Understanding Outcome—Categories

Understanding the methods scientists use

1. observation
2. hypothesis testing
3. data collection (measurement)
4. experimentation
5. evaluation of data (data analysis)
6. mathematical analysis (data analysis)

Application Outcome—Categories

Application of the following to life experiences

1. scientific data
2. concepts
3. models

Standards of Achievement:

Outcome #1 will have questions in each of the 6 categories listed above. Students who correctly answer questions in 4 of the 6 categories will be considered to have met the standard.

	Categories answered correctly
exceeding the standards	5 or 6
meeting the standards	4
approaching the standards	3
not meeting the standards	less than 3

Outcome #2 will have questions in each of the 3 categories listed above. Students who correctly answer questions in 2 of the 3 categories will be considered to have met the standard.

	Categories answered correctly
exceeding the standards	3
meeting the standards	2
approaching the standards	1
not meeting the standards	0

Criteria of Achievement

	Percent of students
exceeding the standards	10
meeting the standards	50
approaching the standards	20
not meeting the standards	20

Oral Discourse Rubric

The term “discourse” refers to an occasion of formal public address, either informative or persuasive in intent, delivered individually or as a significant part of a group report, symposium, or other group project. The term “extemporaneous” refers to a mode of interactive presentation, neither read nor memorized, that is suitable for most speech occasions.

	Organization	Expression	Presentation	Reasoning	Critique
Exceeding (4)	<ul style="list-style-type: none"> -The development of ideas is easy to follow. -The discourse has a clear, focused thesis. -Main points and linkages among them are developed and clear. -Content and audio-visual aids are planned well. 	<ul style="list-style-type: none"> -Use of language is elegant, clear and vivid. -Superior adaptation of grammar and pronunciation to the audience and occasion. -Language choice meets the demands of oral discourse and assignment guidelines. 	<ul style="list-style-type: none"> -Delivery is extemporaneous. -Audience interaction is sustained throughout the discourse. -Voice modulation and gestures are appropriate and dynamic. -Delivery is fluent. -Well-rehearsed 	<ul style="list-style-type: none"> -Effective use of accurate, varied supporting material. -The speaker's ideas are original, imaginative, or persuasive. -Citation of sources is complete and consistent. -Extensive research . 	<ul style="list-style-type: none"> -The evaluation considers organization, reasoning, style, and delivery. -The critique is justified and insightful. -The evaluation is based on all of the standards that fulfill the assignment.
Meeting (3)	<ul style="list-style-type: none"> -The development of ideas can be followed. -The discourse has a discernable thesis. -Main points and linkages among them are noticeable. -Content and audio-visual aids are planned adequately. 	<ul style="list-style-type: none"> -Use of language is concise and clear. -Satisfactory adaptation of grammar and pronunciation to the audience and occasion. -Language choice meets most of the demands of oral discourse and assignment guidelines. 	<ul style="list-style-type: none"> -Delivery is occasionally extemporaneous. -Audience interaction is intermittent. -Voice modulation and gestures are appropriate. -Delivery is fluent. -Satisfactory rehearsal. 	<ul style="list-style-type: none"> -Consistent use of accurate supporting material. -The speaker's ideas are clear or convincing. -Citation of sources is consistent. -Satisfactory research. 	<ul style="list-style-type: none"> -The evaluation considers organization and delivery. -The critique is justified. -The evaluation is based on most of the standards that fulfill the assignment.
Approaching (2)	<ul style="list-style-type: none"> -The development of ideas can be followed. -The discourse has a thesis, but it is too broad. -Main points are underdeveloped and linkages among them unclear. -Content and audio-visual aids are planned minimally. 	<ul style="list-style-type: none"> -Use of language is occasionally wordy or ambiguous. -Adequate adaptation of grammar and pronunciation to the audience and occasion. -Language choice meets assignment guidelines. 	<ul style="list-style-type: none"> -Delivery is manuscript bound. -Audience interaction is infrequent. -Voice modulation and gestures are limited. -Fluency errors are noticeable. -Inadequate rehearsal. 	<ul style="list-style-type: none"> -Inconsistent use of supporting material. -The speaker's ideas are sometimes unclear or unconvincing. -Citation of sources is inconsistent. -Incomplete research. 	<ul style="list-style-type: none"> -The evaluation focuses only on aspects of delivery. -Some justification for critique is provided. -The evaluation is based on some of the standards that fulfill the assignment.
Not Meeting (1)	<ul style="list-style-type: none"> -The development of ideas is difficult to follow. -The discourse has no thesis. -Main points are unstructured and linkages among them absent. - Content and audio-visual aids are poorly planned. 	<ul style="list-style-type: none"> -Use of language is wordy or ambiguous throughout the presentation. - Poor adaptation of grammar and pronunciation to the audience and the occasion. -Language choice does not meet assignment guidelines. 	<ul style="list-style-type: none"> -Delivery is manuscript bound; use of notes is obtrusive. -Audience interaction is poor or absent. -Monotone delivery, gestures are awkward. -Fluency errors are pervasive and distracting. -Insufficient rehearsal. 	<ul style="list-style-type: none"> -Noticeable lack of supporting material. - The speaker 's ideas are generally unclear or unconvincing. -Citation of sources is incorrect or absent. -Incomplete research. 	<ul style="list-style-type: none"> -The evaluation is subjective and biased. -There is little or no justification for the critique. -The evaluation is based on personal opinion, rather than assignment guidelines.