

FIU College of Arts & Sciences
GRADUATING GRADUATE STUDENT ASSESSMENT

Fall/Spring/Summer _____ Graduate Student: _____ Degree: MA MS PhD Faculty Member: _____

Rubric for the Assessment of Subject Content Knowledge

	Indicators of Subject Content Knowledge	Level of Achievement					Score
		1	2*	3	4**	5	
	Investigate & Research	Little inquiry; limited knowledge shown		Explores topic with curiosity; adequate knowledge from variety of sources displayed		Knowledge base displays scope, thoroughness, and quality	
2	Examine & Identify the problem/question	Does not identify or summarize the problem/ question accurately, if at all		The main question is identified and clearly stated		The main question and subsidiary, embedded or implicit aspects of a question are identified and clearly stated	
3	Analyzes & Synthesize: Identifies & evaluates the quality of supporting data/evidence; detects connections and patterns	No supporting data or evidence is utilized; separates into few parts; detects few connections or patterns		Evidence is used but not carefully examined; source(s) of evidence are not questioned for accuracy, precision, relevance and completeness; facts and opinions are stated but not clearly distinguished from value judgments		Evidence is identified and carefully examined for accuracy, precision, relevance, and completeness; facts and opinions are stated and clearly distinguished; combines facts and ideas to create new knowledge that is comprehensive and significant	
4	Constructs & Interprets: Identifies and evaluates conclusions, implications, & consequences; develops ideas	Combines few facts and ideas; needs more development; conclusions, implications; consequences are not provided		Accurately identifies conclusions, implications, and consequences with a brief evaluative summary; uses perspectives and insights to explain relationships; states own position on the question		Accurately identifies conclusions, implications, and consequences with a well-developed explanation; provides an objective reflection of own assertions	
						TOTAL	

*Exhibits most characteristics of '1' and some of '3'

**Exhibits most characteristics of '3' and some of '5'

ARTIFACTS are the selections of student work that will be used for the assessment, including but not limited to: written work and/or oral presentations. A sample of artifacts will be evaluated by a three-member faculty panel using the above rubric.

THREE MEMBER FACULTY PANELS will complete the rubric; the student's committee members may comprise the SACS assessment panel

CAS DRAFT 10-10-08
GRADUATING GRADUATE STUDENT ASSESSMENT

Rubric for the Assessment of Written Communication

	Indicators of Effective Writing	Level of Achievement					Score
		1	2*	3	4**	5	
1	Content & Development: ideas, examples, reasons & evidence, point of view	Topic is poorly developed, support is only vague or general; ideas are trite; wording is unclear, simplistic; reflects lack of understanding of topic and audience; minimally accomplishes goals of the assignment		Topic is evident; some supporting detail; wording is generally clear; reflects understanding of topic and audience; generally accomplishes goals of the assignment		Thesis topic is clearly stated and well developed; details/wording is accurate, specific, appropriate for the topic & audience with no digressions; evidence of effective, clear thinking; completely accomplishes the goals of the assignment	
2	Organization: focus, coherence, progression of ideas, thesis developed	Disorganized and unfocused; serious problems with coherence and progression of ideas; weak or non-existent thesis		Generally organized & focused, demonstrating coherence & progression of ideas; presents a thesis and suggests a plan of development that is mostly carried out		Clearly focused and organized around a central theme; thesis presented or implied with noticeable coherence; provides specific & accurate support	
3	Language: word choice & sentence variety	Displays frequent & fundamental errors in vocabulary; repetitive words and sentence types; sentences may be simplistic and disjointed		Competent use of language and sometimes varies sentence structure; generally focused		Choice of language & sentence structure is precise & purposeful, demonstrating a command of language and variety of sentence structures	
4	Conventions: grammar, punctuation, spelling, paragraphing, format; (as applicable) documentation	Errors interfere with writer's ability to consistently communicate purpose; pervasive mechanical errors obscure meaning; inappropriate format; in text and ending documentation are generally inconsistent and incomplete; cited information is not incorporated into the document		Occasional errors do not interfere with writer's ability to communicate purpose; generally appropriate format; in text and ending documentation are generally clear, consistent, and complete; cited information is somewhat incorporated into the document		Control of conventions contribute to the writer's ability to communicate purpose; free of most mechanical errors; appropriate format; In text and ending documentation are clear, consistent, and complete; cited information is incorporated effectively into the document	
						TOTAL	

*Exhibits most characteristics of '1' and some of '3'

**Exhibits most characteristics of '3' and some of '5'

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CAS DRAFT 10-10-08
GRADUATING GRADUATE STUDENT ASSESSMENT

Rubric for the Assessment of Oral Communication

	Indicators of Effective Oral Communication	Level of Achievement					Score
		1	2*	3	4**	5	
1	Subject Knowledge: depth of content, relevant support, clear explanation	Provides irrelevant or no support: explanation of concepts is unclear or inaccurate		Main points adequately substantiated with timely, relevant and sufficient support; accurate explanation of key concepts		Depth of content reflects thorough understanding of topic; main points well supported with timely, relevant and sufficient support; provided precise explanation of key concepts	
2	Organization: Main points distinct from support, transitions, coherence	Lack of structure; ideas are not coherent; no transitions; difficult to identify introduction, body, and conclusions		Clear organizational pattern; main points are made clearly; smooth transitions differentiate key points		Effective organization well suited to purpose; main points are clearly distinct from supporting details; transitions create coherent progress toward conclusion	
3	Connection to Audience: Needs & interest, demonstrates understanding	Topic seems irrelevant to audience needs and interests; no attempt made to connect to audience		Some relevance of topic to audience needs and interests; expresses an understanding of their target audience; some attempt to capture audience		Connection of topic to audience needs and interests is stated; captures audience's attention	
4	Delivery: Eye contact, movement, voice, fluency	Reads speech; avoids eye contact; poor body language; poor voice quality; poor fluency (e.g., long pauses, poor pronunciation, excessive use of vocal fillers)		Unobtrusive use of notes; some eye contact made; body language supports key points; voice rate and volume allow audience to follow message; adequate fluency (e.g., clear pronunciation, few minimal pauses, some use of vocal fillers)		Inconspicuous use of notes; effective eye contact with audience; body language is dynamic, natural and comfortable; voice rate, pitch and volume is varied to maintain audience interest; high fluency (e.g., strong and confident delivery with purposeful pauses and few vocal fillers)	
						TOTAL	

*Exhibits most characteristics of '1' and some of '3'

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