**LANEY COLLEGE**

**INSTITUTIONAL LEARNING OUTCOME #1 ASSESSMENT RUBRIC**

**Fall 2014**

***Communication***

*Students will effectively express and exchange ideas through various modes of communication.*

*Example of a filled-out form. The numbers here are invented for this example.*

|  |  |
| --- | --- |
| Course discipline and number | Chem 1A |
| Name of Instructor | Cheli Fossum |
| E-mail of instructor | mfossum@peralta.edu |
| Number of students in the class | 28 |

* Make sure the relevant course SLO is mapped to this ILO in TaskStream.
* Collect course assessment information as usual, and enter your assessment plan, assessment findings, and action plan into TaskStream. Alternatively, use the Word forms. These can be found at: <http://www.laney.edu/wp/assessment/forms/>
* Upload your assignment prompt, your grading rubric, and the results into TaskStream.
* Use one of the four rubrics provided – choose the one that is most appropriate for your class. (Writing, Oral Presentation, Media, or the Visual/Performing Arts)
* Tally the number of students in each category for each aspect of the rubric and enter the numbers in the appropriate boxes on the rubric.
* Turn in the completed rubric and three copies/samples of student work. Make sure to get a signed permission form from the students providing the samples. We will use the samples of student work as evidence in our college-wide portfolio.

**Reflection Questions: (please include your responses here)**

1. What strengths did you find when you evaluated your students’ work? (What were they good at?)

(Insert insightful answer #1)

2. What are the problem areas you noticed in student work? What could be done to improve the problem areas you discovered?

(Insert thoughtful answer #2)

**INSTITUTIONAL LEARNING OUTCOME #1**

**COMMUNICATION—WRITING**

*ILO #1 - Communication: Students will effectively express and exchange ideas through various modes of communication.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Excellent** | **Good** | **Fair** | **Needs Work** | **Not Done** |
| **Understanding of Assignment**  Writing shows clear understanding of related reading material. Addresses prompt/question/assignment appropriately. | 20 | 3 | 4 | 1 | 1 |
| **Content/Support**  Thesis and main points are stated clearly and effectively. Support is well-developed, detailed and demonstrates evidence of critical thinking. | 10 | 5 | 10 | 2 | 1 |
| **Structural Organization**  Ideas are organized logically and coherently. | 12 | 10 | 4 | 2 | 0 |
| **Mechanics**  Sentence structure, grammar, punctuation, citations are error-free and indicate thorough proofreading. | 5 | 7 | 10 | 6 | 0 |