



SSC General Education Rubrics



ORAL COMMUNICATION SKILLS RUBRIC

ASSESSMENT OF EFFECTIVE COMMUNICATION AND EXPRESSION

PERFORMANCE AREA	SCORE-3 EXEPTIONAL	SCORE-2 MEETS THE STANDARDS	SCORE-1 NEEDS IMPROVEMENT	SCORE-0 DOES NOT MEET STANDARDS	SCORE
STRUCTURE	Work has clear and appropriate beginning, development, and conclusion.	Work has adequate beginning, development, and conclusion.	Work has weak beginning, development, and conclusion.	Organizational structure is seriously flawed.	
CONTENT	The length and breadth of the work provides in-depth coverage of the topic, and statements are clearly supported by evidence that is orally cited.	The length and breadth of the work is sufficient to cover the topic, and at least some examples are supported by evidence that is orally cited.	Work does not do an adequate job of covering the assigned topic and statements are weakly supported by evidence that is orally cited.	Work does not cover the assigned topic and statements are not supported by evidence that is orally cited.	
VOCAL DELIVERY	Delivery has a high level of vocal expression and engages the audience.	Delivery has an adequate level of vocal expression and engages the audience.	Delivery reflects a minimal use of vocal expression and barely engages the audience.	Delivery is vocally ineffective and fails to engage the audience.	
PHYSICAL DELIVERY	Delivery has a high level of physical involvement with strong eye contact.	Delivery has an adequate level of physical involvement with satisfactory eye contact.	Delivery has a minimal level of physical involvement with very little eye contact.	Delivery is physically ineffective with no eye contact.	
				OVERALL SCORE:	
COMMENTS:					

MULTICULTURALISM RUBRIC

CRITERIA	SCORE-3 Clearly evident	SCORE-2 Usually evident	SCORE-1 Minimally evident	SCORE-0 Not evident	SCORE
DEFINE multiculturalism	Student can define multiculturalism and has an awareness of the meaning of related terminology, such as, cultural pluralism, diversity, equity, and inclusion	Student has a working definition of multiculturalism but may not show clear awareness of related terminology	Student has an awareness of multiculturalism or related terminology, but cannot provide written or verbal definitions	Student cannot define multiculturalism and does not demonstrate an awareness of multiculturalism or related terminology	
ENGAGE collaboratively with diverse peers & communities	Student enthusiastically engages and collaborates with diverse peers and multicultural communities	Student works well with peers from multicultural backgrounds	Student mostly appears to work with peers who are from similar backgrounds & shows reluctance to work with new people	Student is resistant to working with peers or community members from diverse backgrounds and may have articulated explicit biases toward marginalized groups	
OPEN to learning about other cultures	Student is open and eager to learn about new cultures, which may include wanting to learn a foreign language, showing a desire to study abroad, reading about or watching films about other cultures, or seeking friends from different backgrounds	Student is receptive to learning about other cultures, but may not readily show initiative	Student shows reluctance to learning about other cultures but does not appear to demonstrate overt biases	Student is not open to learning about other cultures and may have demonstrated overt biases toward certain groups in society	

APPLY multicultural lens	Student can fluently apply a multicultural lens to connect class topics to real world examples of social inequalities, conversations about democracy, social movements, or for cross-cultural analyses.	When prompted, student can find connections between multiculturalism and the social world	Student may understand multiculturalism but not adequately connect multiculturalism or related terminology to applied examples	Student does not apply a multicultural lens to connect class topics with the social world.	
				OVERALL SCORE:	
COMMENTS:					

Problem-Solving Skills Rubric
Assessment of Effective Use of Critical Thinking Skills

NAME:			COURSE:		DATE:	
Intended Outcome: The student will demonstrate critical thinking through written/oral/skill-based activities.						
Performance Area	<i>Score = 3</i>	<i>Score = 2</i>	<i>Score = 1</i>	<i>Score = 0</i>	Score	
	<i>Exceptional</i>	<i>Meets the standards</i>	<i>Needs Improvement</i>	<i>Does not meet standards</i>		
Definition of the Problem	Clearly defines the problem and considers all relevant aspects of the problem.	Adequately defines the problem and considers all relevant aspects of the problem.	Inadequately defines the problem or fails to consider all relevant aspects of the problem.	Unable to define the problem or defines the problem incorrectly.		
Develops a plan to solve the problem	Selects appropriate concepts, procedures and strategies to solve the problem.	Lacks some of the concepts, procedures and strategies to solve the problem.	Lacks the concepts, procedures or strategies to solve the problem.	Selects inappropriate concepts, procedures or strategies to solve the problem.		
Collects and analyzes appropriate information	Thoroughly collects reliable, relevant and sufficient information. Accurately and creatively interprets evidence, data and questions.	Collects reliable, relevant and sufficient information. Accurately interprets evidence, data and questions.	Inadequately collects reliable, relevant and sufficient information. Inaccurately interprets information, data and questions.	Collects unreliable, irrelevant and/or insufficient information. Does not interpret evidence, data and questions.		
Interprets findings to determine plausible solutions.	Uses sound reasoning throughout in an accurate and creative manner to reach a valid conclusion.	Uses sound reasoning to accurately reach a valid conclusion.	Some reasoning exists, but student fails to reach a conclusion.	No evidence of reasoning or reasoning does not support conclusion.		
Communicates the results	Conclusions are clearly, effectively and persuasively stated along with strong evidence.	Conclusions are clearly and effectively stated with adequate evidence.	Conclusions are generally correct, but vague or ambiguous. Weak evidence is presented.	No explanation for conclusions or unrelated to problem. Vague, ambiguous data; details absent.		
Comments:						

SSC Written Communication Skills Rubric - Effective 09/01/2021

Course: Spring Semester 2022 Paralegal/Legal Assistant Inte (PLA-204-301)

Criteria	Mastery	Approaching Mastery	Progressing	Emerging	Criterion Score
Structure	<p>4 points</p> <p>Written work has strong beginning with clear main point. Supporting sentences/paragraphs remain focused on main point and are logically organized. Conclusion offers thoughtful resolution. Smooth transitions glue the work together.</p>	<p>3 points</p> <p>Written work has adequate beginning with overall main point. Supporting sentences/paragraphs remain focused on main point and are organized. Conclusion and transitions are satisfactory.</p>	<p>2 points</p> <p>Written work has weak beginning and lacks coherent main point. Supporting sentences/paragraphs are not focused and organization is unclear. Conclusion and transitions are deficient.</p>	<p>1 point</p> <p>Organizational structure (and paragraphing) have serious and persistent errors.</p>	/ 4

Criteria	Mastery	Approaching Mastery	Progressing	Emerging	Criterion Score
Content	4 points The length and breadth of the written work provides in-depth coverage of the topic, and assertions are fully supported by evidence/examples, conveying the writer's understanding.	3 points The length and breadth of the written work is sufficient to cover the topic, and assertions are adequately supported by evidence/examples.	2 points Written work does not do an adequate job of covering the assigned topic, and assertions are weakly supported by evidence/examples, conveying a lack of understanding of the subject.	1 point Written work does not cover the assigned topic, and assertions are not supported by evidence/examples.	/ 4
Style & Mechanics	4 points Word selection and sentence structure of work are effortlessly written and clearly communicate and enhance the meaning of the writer's work.	3 points Written work is relatively free of errors in word selection and use (and sentence structure, grammar, spelling, punctuation, and capitalization). Meaning is generally clear.	2 points Written work has several major errors in word selection and use (and sentence structure, grammar, spelling, punctuation, and capitalization) which may impede meaning.	1 point Written work has serious and persistent errors in word selection and use (and sentence structure, grammar, spelling, punctuation, and capitalization). Meaning is unclear.	/ 4

Total

/ 12

Overall Score

Mastery

12 points minimum

Approaching Mastery

9 points minimum

Progressing

6 points minimum

Emerging

3 points minimum

SSC Technology Skills (Assessment of Effective Use of Technology) - Effective 04/14/2022

Course: Spring Semester 2022 Paralegal/Legal Assistant Inte (PLA-204-301)

Criteria	Mastery	Approaching Mastery	Progressing	Emerging	Criterion Score
Essential Computer Literacy	3 points Demonstrates mastery in using appropriate technological and Internet skills. Demonstrates an effective ability to identify, open/close appropriate program required for a specific task and efficiently store/retrieve files from multiple storage devices.	2 points Demonstrates skills approaching mastery level using appropriate technological and Internet terminology. Demonstrates the ability to locate, open, and close specific programs but cannot store or retrieve files from external storage devices.	1 point Demonstrates progressing skills in the use of computer/Internet terminology, but with inconsistency. Demonstrates the ability to open/close specific programs, but unable to store/retrieve files.	0 points Does not currently demonstrate an understanding of technological/Internet terminology. Unable to locate or utilize specific programs. Cannot store/retrieve files.	/ 3

Criteria	Mastery	Approaching Mastery	Progressing	Emerging	Criterion Score
Use of Online/Technological Tools	3 points Effectively uses advanced online/technological tools: such as registration or course Learning Management System (LMS institutional/publisher), and multiple types of hardware or software. Effectively uses email or various technology tools to communicate with others, including the use of the attachments.	2 points Illustrates approaching mastery skills in the use of online/technological tools: such as registration or course Learning Management System (LMS institutional/publisher), and multiple types of hardware or software. Approaching mastery use of email or various technology tools to communicate with others, including the use of the attachments.	1 point Uses email but does not use any other online/technological tools: such as registration or course Learning Management System (LMS institutional/publisher), and multiple types of hardware or software.	0 points Does not currently use any online/technological tools: such as registration or course Learning Management System (LMS institutional/publisher), and multiple types of hardware or software.	/ 3

Criteria	Mastery	Approaching Mastery	Progressing	Emerging	Criterion Score
Use of General Purpose/Discipline Specific Software Application or a Technological Device to Complete Tasks	3 points Demonstrates mastery skills in using technology fluently to independently complete advanced tasks. Completes tasks using innovative technological resources. Uses technology to communicate or illustrate clear and concise ideas. Understands how to effectively maintain and upgrade computing devices.	2 points Skills are approaching mastery level using technology to complete routine tasks, with minimal assistance. Uses familiar resources. Uses technology to communicate or illustrate ideas, with minimal errors. Requires limited instructor guidance to complete tasks.	1 point Demonstrates progressing skills in the use of technology for basic tasks, but with assistance. May use technology inefficiently and uses minimum resources. Communicates or illustrates ideas using technology in a limited way and relies heavily on instructor guidance to complete tasks.	0 points Does not currently demonstrate the ability to use technology or appropriate resources effectively or correctly. Does not communicate ideas effectively or clearly.	/ 3

Criteria	Mastery	Approaching Mastery	Progressing	Emerging	Criterion Score
Critical Thinking Skills and the Use of Technological Tools/Devices	3 points Demonstrates mastery utilizing critical thinking skills to choose a suitable mix of appropriate technological tools/devices for analysis of the subject matter.	2 points Demonstrates skills approaching mastery level in utilizing critical thinking skills to choose an adequate mix of appropriate technological tools/devices for analysis of the subject matter.	1 point Skills are progressing in using critical thinking to select a marginally suitable mix of appropriate technological tools/devices for analysis of the subject matter.	0 points Does not currently demonstrate the use of critical thinking skills to choose the appropriate technological tools/devices for analysis of the subject matter.	/ 3

Total

/ 12

Overall Score

Mastery

12 points minimum

Approaching Mastery

8 points minimum

Progressing

4 points minimum

Emerging

0 points minimum