

RUBRICS

At MacCormac College, rubrics are a measurement tool used by instructors in the Values Program, for student assessment purposes. Rubric forms are accessible in three ways:

- To print and use in hardcopy, via direct link off the MacCormac College home page.
- In a spiral-bound booklet divided by rubric into three color-coded sections given to all instructors at the beginning of each semester.
- Additional spiral-bound rubric booklets are available as necessary in the assistant to the president's office, Room 420.

Instructors utilize rubrics every school day at MacCormac College. When a student executes a classroom assignment or activity that corroborates one or more elements of the Values Program, the instructor creates a rubric(s) for it, pertaining to that student. MacCormac College requires candidates for all associate degrees to develop competency in three core skill areas:

Communication Skills, Critical and Creative Thinking Skills, and Interpersonal Skills.

These core skills are the distinctive values that guide MacCormac College in fulfilling its Mission.

Instructors should have Values Program elements in mind when preparing lesson plans and assignments.

It should be noted that the Values and associated rubrics are not used for student evaluation and do not take the place of A-F course grades and other forms of day-to-day instructor evaluation of student performance. MacCormac College is very traditional in terms of its A-F grading system.

The Assessment Monitor processes completed rubric forms. Instructors can forward these to the Assessment Monitor by dropping hardcopy forms in the designated collection box in the faculty office.

***In times of change, Learners inherit the Earth,
while the learned find themselves beautifully
equipped to deal with a world that no longer exists.
- ERIC HOFFER (1902-1983)***

RUBRIC INSTRUCTIONS

The process of student assessment, called the Values Program, begins for instructors through review of course syllabi and evolves into preparing lesson plans and assignments. The instructor decides where classroom activity involves one or more of the Three Core Skills areas: Interpersonal Skills, Communication Skills, and Critical and Creative Thinking Skills.

A general outline for implementing the Values Program is as follows:

- **Decide where evidence of one or more of the Three Core Skills areas is produced throughout the normal course of a class.**

This may be derived from any number of classroom activities assigned as a regular function of the semester and should not be an add-on for assessment purposes.

Each rubric includes a definition of the general concept, and below the definition are two or three core components accompanied by bulleted examples of evidence.

Example: In the Communication Skills Rubric, a core component is, “The student generally understands, organizes, and expresses ideas using standard English as evidenced by.” The first bulleted example of evidence is, “Articulation of the main idea.” **If you believe student work demonstrates this concept, then check “yes” in the instructor’s column; if not, check “no.” If the bulleted skill is not applicable to the project or assignment, check “no.”**

- The “Description of activity” area on the bottom of each rubric lists activities for you to choose from and circle. You may insert information that you feel might help explain the intent of the artifact in relation to the rubric(s).

MacCormac College

| | | |
|---------|-------------------|------|
| Student | Instructor/Course | Date |
| | | |

**MacCormac College
Communication Skills Rubric***

These skills include the ability to write and speak in a clear, organized, complete, and appropriate manner with well-supported and grammatically correct sentences. These skills also include the ability to accurately understand and interpret what is read, spoken, and written.

| | Instructor |
|---|--|
| <p>The student generally understands, organizes, and expresses ideas using standard English as evidenced by:</p> <ul style="list-style-type: none"> • Articulation of the main idea; • Organizing information in a comprehensible manner; • Providing connections and transitions between ideas; • Expressing ideas using appropriate conventions of English; having few, if any spelling, grammar, or sentence errors. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <p>The student communicated with an awareness of audience and purpose as evidenced by:</p> <ul style="list-style-type: none"> • Using the appropriate methods for a specific task; • Establishing and maintaining purposeful communication with the intended audience. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <p>The student generally applies strategies, theories, and technologies to communicate in an appropriate manner as evidenced by:</p> <ul style="list-style-type: none"> • Using technologies to create a professional presentation. | <input type="checkbox"/> Yes <input type="checkbox"/> No |

*(Adapted from Northwestern Michigan College General Education Outcomes 2003 and Schoolcraft College Core Skills Assessment Program 2004)

Total:

Description of activity (circle all that apply)

1. Student presentation to class.
2. Student creation of document(s)/Handouts for the class.
3. Student developed alternative communication (delivery of information).
4. Student improved the classroom experience through positive, pointed dialogue.
5. Student used Power Point.
6. Student produced CD.
7. Student used a visual aid.

| | | |
|---------|-------------------|------|
| Student | Instructor/Course | Date |
| | | |

**MacCormac College
Critical and Creative Thinking Skills Rubric***

These skills include the ability to accurately identify, analyze, and solve problems by utilizing the appropriate applications, principles, and technologies to arrive at a coherent, effective, and efficient solution.

| | Instructor |
|--|--|
| The student generally demonstrates competency in problem solving as evidenced by: <ul style="list-style-type: none"> • Properly identifying a problem; • Formulating a hypothesis based on relevant information and observation; • Developing strategies to solve the problem; • Evaluating the results; • Presenting the conclusion. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No |
| The student generally demonstrates intellectual fair mindedness as evidenced by: <ul style="list-style-type: none"> • Using a variety of sources and weighing competing evidence carefully before drawing conclusions or forming judgments; • Demonstrating an understanding of other viewpoints. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No |

*(Adapted from Schoolcraft College Core Skills Assessment Program 2004)

Total:

Description of activity (circle all that apply)

1. Student researched subject.
2. Student analyzed data.
3. Student determined relevance of information to real world.
4. Student distinguished between relevance on personal and professional levels.
5. Student demonstrated case study skills.
6. Student developed multiple approaches.
7. Student identified and applied effective study habits.

| | | |
|---------|-------------------|------|
| Student | Instructor/Course | Date |
| | | |

**MacCormac College
Interpersonal Skills Rubric***

These skills include the ability to work in a diverse community through effective, efficient, and ethical collaboration geared to timely delivery of an outcome.

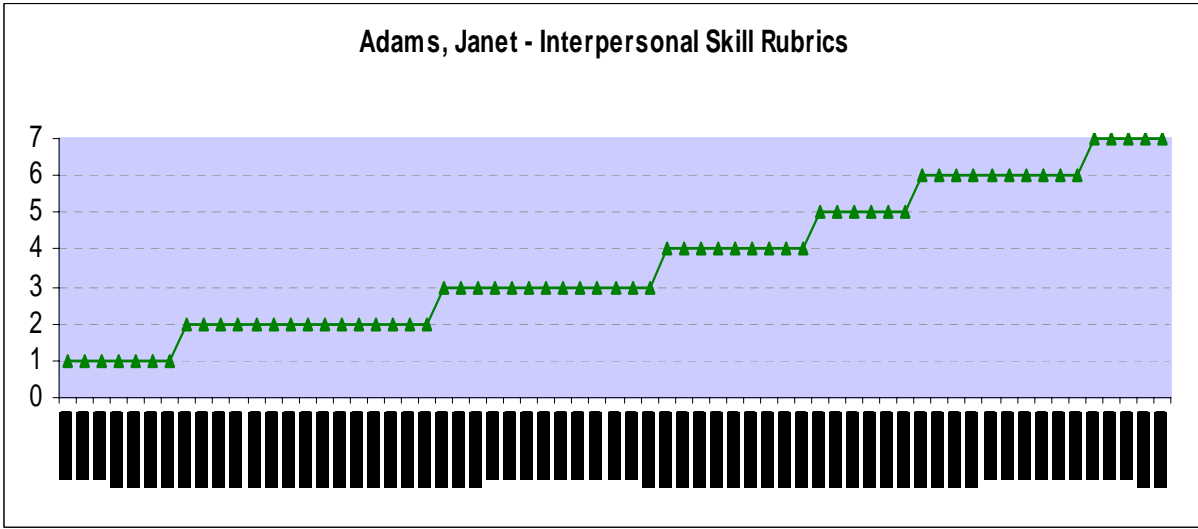
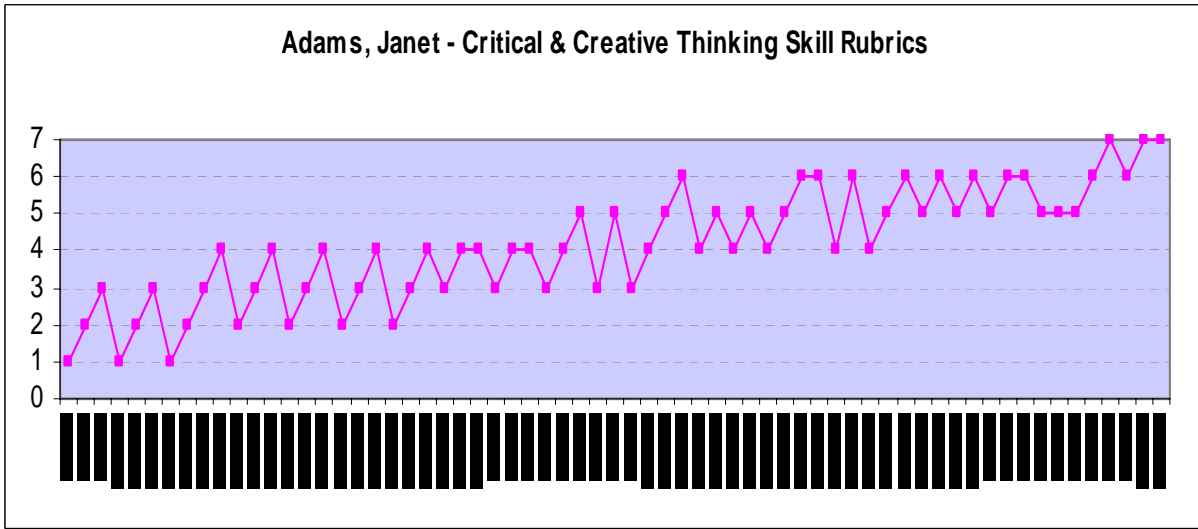
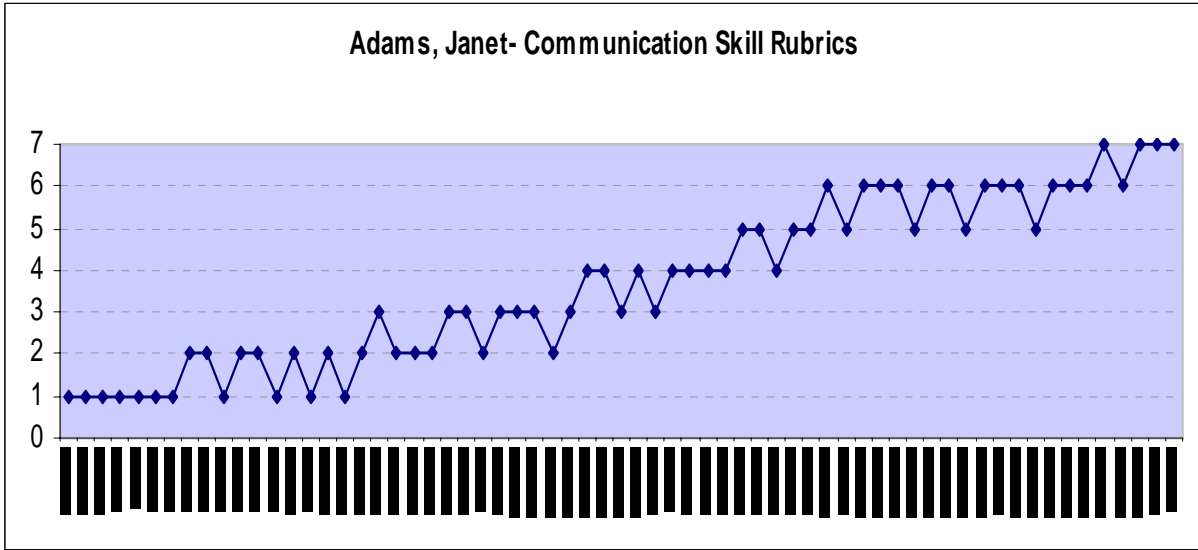
| | Instructor |
|---|--|
| The student generally demonstrates effective interpersonal skills as evidenced by: <ul style="list-style-type: none"> • Cooperative interaction with others regardless of personal or cultural differences; • Encouragement and consideration of other perspectives and opinions. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No |
| The student generally demonstrates an ability to collaborate with others in order to plan and complete a group project as evidenced by: <ul style="list-style-type: none"> • Contributing positive input and resource materials to group discussions; • Assisting the integration of group ideas into a coherent product. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No |
| The student generally demonstrates fair and ethical interaction with others as evidenced by: <ul style="list-style-type: none"> • Attending group meetings regularly; • Participating in constructive conflict resolution; • Completing tasks within the assigned timeframe. | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Total: | |

*(Adapted from Mid-South Community College ISR Rubric 4/29/03 and Schoolcraft College Core Skills Assessment Program 2004)

Description of Activity (circle all that apply)

1. Student led study group.
2. Student organized group visit to _____.
3. Student showed initiative to foster cooperation.
4. Student improved student/instructor communications.
5. Student took charge of group activity.
6. Student demonstrated commitment to cultural diversity by _____.
7. Student demonstrated commitment to gender equality by _____.

Assessment Report (Sample)



MacCormac College Instructor Assessment

Semester/Year

Course Name

Instructor

Communication Skills

1. The instructor communicated course material clearly and accurately.
Yes No
2. The instructor explained course objectives and learning outcomes.
Yes No
3. In the event of not understanding course materials the instructor was available outside of class.
Yes No
4. Was instructor feedback and grading process clear and helpful?
Yes No
5. In written assignments instructor encouraged clear communication in use of complete sentences, spelling and grammar.
Yes No
6. Do you feel that your oral and written skills have improved while in this course?
Yes No

Critical and Creative Thinking Skills

7. Did the instructor use creative approaches to coursework and assignments?
Yes No
8. Do you feel you were challenged by the coursework assigned by your instructor?
Yes No
9. Did some of the class assignments utilize problem solving skills?
Yes No
10. Do you feel you can better analyze information and problem solve due to the knowledge gained in this course?
Yes No
11. Do you feel material learned in this course will be useful outside of the classroom?
Yes No

Interpersonal Skills

12. Did the instructor encourage communication and interaction in the classroom?
Yes No
13. Did the instructor demonstrate respect for opposing viewpoints and remain open to discussion?
Yes No
14. Did the course lend itself to group activities and group discussions?
Yes No
15. Did you gain a better appreciation for people of other cultures and backgrounds?
Yes No
16. Did the instructor promote a learning atmosphere?
Ye s No

If you would like to make comments, please do so.