

American Samoa Community College
Assessment of Student Learning Outcomes

RUBRIC: Behavior, Attitude, and Participation

Student Name: _____ Date: _____ Instructor: _____

Course Alpha/Title/Section: _____ ISLO Domain(s) Assessing: Life Skills

List Program (PSLO) and Course SLOs (CSLO) Assessing: _____

Rating Scale and Performance Indicators	Beginning (0 - 1)	Developing (2 - points)	Accomplished (3 - points)	Exemplary (4 - points)	*Total Points:
Class participation (Individual and Group)	Did not participate in class exercises or discussions. Never asked questions related to the subject matter. Disruptive in class.	Seldom participated in class exercises and discussions. Rarely asked questions related to subject matter. Appears interested in class activities.	Participated in most exercises and discussions. Periodically asked questions related to subject matter. Appears enthused about class activities.	Participated in all exercises and discussions. Asked thought provoking questions related to subject matter. Demonstrated much effort in going beyond the scope of the textbook.	
Attendance And Punctuality	Has extremely poor attendance. Is frequently tardy.	Has no more than maximum allowed absences. Is seldom tardy.	Has no more than 1 absence. Is never tardy.	Has perfect attendance. Usually arrives early (before) class begins. Is never tardy.	
Completion Of Assignments	Assignments are usually late. Assignments usually show no thought. Student is just going through the motions to get it done.	Usually turns in assignments late. Assignments show minimal effort towards completeness and clarity.	Usually turns in assignments on time. No more than 1 late assignment. Assignments are done correctly and neatly.	All assignment are always done correctly and neatly. All assignments are turned in on time and complete.	
General Attitude Towards Learning	Shows little evidence of wanting to be in class to learn the material. Contributes nothing to his/her or others learning.	A willing participant in the classroom, and exhibits willingness to learn concepts and course material.	Seems interested in learning, makes an above average effort To gain the most out of the learning experience.	Exhibits an extremely conscientious and spirited desire to learn the material, and enhance the learning of others in the class.	

TOTAL PTS: _____

American Samoa Community College
Assessment of Student Learning Outcomes

RUBRIC: Career Essay/Research (Written) Report

Student Name: _____ Date: _____ Instructor: _____

Course Alpha/Title/Section: _____ ISLO Domain(s) Assessing: Communication & Job Skills

List Program (PLO) and Course (CLO) Learning Outcomes Assessing: _____

Title of Essay/Research: _____

Rating Scale and Performance Indicators	Beginning (0 – 1)	Developing (2 – points)	Accomplished (3 – points)	Exemplary (4 – points)	*Total Points:
Quality of Information	Information has little or nothing to with the main topic.	Information clearly relates to the main topic. No details and/or examples are given.	Information clearly related to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. It includes several supporting details and/or examples	
Paragraph Construction	Paragraph structure was not clear and sentences were not typically related within the paragraph.	Paragraphs included related information but were typically not well constructed.	Most paragraphs included an introductory sentence, explanations, or details, and conducting sentence.	All paragraphs included an introductory sentence, explanations, or details, and a concluding sentence.	
Organization	The information appears to be disorganized.	Information is organized, but the paragraphs are not well-organized.	Information is organized with well constructed paragraphs.	Information is very well organized with well constructed paragraphs and subheadings.	
Mechanics	Many grammatical, spelling, or punctuation errors.	A few grammatical, spelling, or punctuation errors.	Almost no grammatical, spelling, or punctuation errors.	No grammatical, spelling, or punctuation errors.	

TOTAL PTS: _____

Comments:

American Samoa Community College
 Assessment of Student Learning Outcomes
RUBRIC: Interview Assignment

TOPIC: _____

Student Name: _____ Date: _____ Instructor: _____

Course Alpha/Title/Section: _____ ISLO Domain(s) Assessing: Communication, Life, Job Skills

List Program (PLO) Outcomes and Course Outcomes (CLO) Assessing: _____

Rating Scale and Performance Indicators	Beginning (0 – 1)	Developing (2 – points)	Accomplished (3 – points)	Exemplary (4 – points)	*Total Points:
Interview	Interview is incomplete. No reference to one or more of the following: environment, relationships, cultural Factors, time, experience, or developmental concerns	Interview is somewhat complete. Some major points are addressed. Some questions are somewhat thorough or do not cover a variety of developmental issues, influences, and experiences.	Interview is clear and concise. Major points are addressed. Questions are thorough and cover a variety of developmental issues, influences, and experiences.	Interview is clear and concise. Major points are addressed and well-supported. Information that is gathered is presented with complexity and maturity. All areas of human development are addressed.	
Content	Content is incomplete. Major points are not clear. No clear introduction, reference to supporting theories/details or conclusions	Content is somewhat clear and concise. Some major factors influencing development is addressed. Introduction, reference to supporting theories/details, or conclusion is somewhat addressed.	Content is clear and concise. All major factors influencing development addressed. Introduction, reference supporting theories/details, and conclusion are included.	Content is thorough, clear and concise. All major factors influencing development addressed. The information reveals excellent effort, mature and complex ideas. Introduction, referencing supporting theories/details included	
Organization, Structure, Grammar	Paragraphs are disjointed and lack transition of thought. Numerous grammatical, punctuation, and spelling errors. Language uses jargon or conversational tone.	Structure of paper is somewhat clear and somewhat easy to following. Contains grammatical, spelling, and punctuation errors.	Structure of paper is clear and easy to following. Contains 1- 2 grammatical, spelling, and punctuation errors.	Structure of paper is logical, no errors in grammar, punctuation, spelling. Appropriate citations. Language is clear and concise, strong, varied sentence structure.	

TOTAL PTS.

GROUP PRESENTATION
Evaluating Student Presentations

Students Names: _____ Date: _____

Course Alpha/Title/Section: _____ Instructor's Name: _____

Institutional SLO Category: _____ Time-frame for presenting: _____ (mins.)

List Course SLOs & Program SLO(s) : _____

<i>Rating Scale and Performance Indicators :</i>	<i>Beginning (0 – 1 point)</i>	<i>Developing (2 points.)</i>	<i>Accomplished (3 points)</i>	<i>Exemplary (4 points)</i>	<i>*Total Points</i>
Content or Objective(s): How well is the content with relation to what the book or research is covering.	Presentation missed more than three (3) items from the objectives.	Presentation covers aspects of the objectives, except for two (2) items.	Presentation covers all aspects of the objectives, except for one (1) item.	Presentation covers all aspects of the objectives.	
Presentation: How well was the presentation given.	- Three or more of the following elements were missed: a. Everyone in the group was introduced. b. Purpose and importance was explained. c. Visual/audio or other modes used. d. Group members were able to answer all questions posed by the other students or instructor.	- Two of the following elements were missed: a. Everyone in the group was introduced. b. Purpose and importance was explained. c. Visual/audio or other modes used. d. Group members were able to answer all questions posed by the other students or instructor.	- One of the following elements were missed: a. Everyone in the group was introduced. b. Purpose and importance was explained. c. Visual/audio or other modes used. d. Group members were able to answer all questions posed by the other students or instructor.	- All of the following elements were covered: a. Everyone in the group was introduced. b. Purpose and importance was explained. c. Visual/audio or other modes used. d. Group members were able to answer all questions posed by the other students or instructor.	
Group Work: How well did the students use class time.	Group took longer than 10 minutes to organize itself and start group presentation.	Group took longer than 5 minutes to organize itself and start group presentation.	Group started on time and stayed on task the entire allotted time for the project.	Group started on time, stayed on task the entire allotted time and strong evidence of group collaboration.	
Time Management: Did everyone in the group keep to the time management guidelines?	Not everyone presented in the group.	Each person in the group presented. Two members of the group presented less.	Each person in the group presented. One person presented less.	Each person in the group presented. Each member presented equally. Group used time allotted efficiently.	
Appearance: How were the members dressed?	Everyone was not dressed appropriate for their presentation.	Some of the group members were dressed appropriately.	Group members dressed appropriately and according to their presentation.	All group members dressed appropriately and according to their presentation.	

INDIVIDUAL PRESENTATION RUBRIC

Evaluating Student Presentation

Student Name: _____

Date: _____

Course Alpha/Title/Section: _____ Instructor Name: _____

Institutional SLO Category: _____ Time-frame for presenting: _____ (mins.)

List Program SLOs and Course SLOs: _____

<i>Rating Scale and Performance Indicators</i>	<i>Beginning 0-1 point</i>	<i>Developing 2 points</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>*Total Points</i>
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in a logical, and interesting sequence which audience can follow.	
Subject Knowledge	Student does not grasp the information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Graphics and Using Other Modes of presenting	Student uses unrelated graphics, or no graphics or no use of other modes of presenting.	Student occasionally uses graphics or other modes that rarely supports the text and presentation.	Student's graphics or other modes of presenting relate to text and presentation.	Student's graphics and/or other modes of presenting explain and reinforce text and presentation.	
Mechanics	Student's presentation has four (4) or more spelling errors and/or grammatical errors.	Presentation has three (3) misspellings and/or grammatical errors.	Presentation has no more than two (2) misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, and seldom returning to notes.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks to	Student's voice is low. Student incorrectly	Student's voice is clear. Student pronounces most	Student uses a clear voice and correct, precise	

RESEARCH PAPER RUBRIC

Evaluating Student Research Paper

Student Name: _____ Date: _____ Instructor Name: _____

Institutional SLO Category: _____ Time-frame for presenting: _____

Course Alpha/Title/Section: _____

List Program SLO's and Course SLOs: _____

<i>Rating Scale and Performance Indicators</i>	<i>Beginning 0 – 1 point</i>	<i>Developing 2 points</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>Total Points</i>
Statement of the Topic and Thesis	There is no topic or thesis identifiable. The reader finds no words or phrases that identify a topic or thesis.	The topic or thesis is alluded to, but never clearly stated. The reader must surmise the thesis, but is able to identify allusions	Topic is clear, but not explicitly stated. The reader must search for the thesis and eventually finds words to identify it	Thesis is clear and explicitly stated. The reader can underline the thesis.	
Content	There is little content, or the content is unrelated to the thesis or topic.	The content is insufficient to support the thesis. The support is minimal.	The content has some weaknesses in its support of the thesis. More support would strengthen the topic.	The content is related to and supports the topic or thesis. Content is sufficient to support the topic.	
Organization	There is no logical progression in the development of the thesis or topic. Ideas are disconnected and disruptions in flow confuse the reader.	Logical progression is minimal with disconnected ideas. The reader has difficulty following the development of the topic.	There is a logical progression with occasional breaks in flow of content. Lack of transitions disrupt the flow for the reader.	The organization is complete and logical with a progression of ideas leading to a conclusion. Transitions allow the reader to follow the content without disruption.	
Language and Structure	Vocabulary is inadequate to the topic and incorrect. There are many grammar errors.	Vocabulary is weak rather than precise. There are numerous grammar errors.	Vocabulary is appropriate; some phrases need work. Grammar is mostly error free, with not more than three errors.	Vocabulary is precise, and appropriate. The writing expresses clarity and accuracy in information. Grammar is error free, with no errors..	
Resources	Resources are less than minimal.	Resources are minimal.	Resources are adequate.	Resources are sufficient .	
Writing Format	APA/MLA style is	APA/MLA style is	APA/MLA style is	APA/MLA style is	

Evaluating Student Communication Skills

Student Name: _____ Date: _____ Instructor's Name: _____

Course Alpha/Title/Section: _____ Institutional SLO Category: _____

Addressing Program SLO(s): _____

<i>Criteria and Skills:</i>	<i>Beginning 0 – 1 point.</i>	<i>Developing 2 points.</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>*Tot Poin</i>
Title page	Student has no title page.	Student has a title page, but is lacking much of the required information.	Student's title page is present, but lacks complete information.	Student's title page is present and contains the title of the book, author(s), copyright date, publishing information, and student's name.	
Introduction	Student's introduction is disorganized, no information on what is to come.	Student gives too little information.	Student was able to summarize report.	Student's introduction was concise, and well-written.	
Main characters	Student has no description of the main characters.	Student's description of the main characters is incomplete.	Student's description of the main characters is adequate; lets the reader visualize the characters.	Student gives a complete description of the main characters including comparisons and contrast among other characters; uses detailed adjectives to describe character.	
Setting	Student provides no description of the setting.	Student's description of the setting is incomplete.	Student's description of the setting is adequate; lets the reader visualize where the story takes place.	Student's description of the setting is complete.	
Brief summary	Student has no plot summary for	Student plot summary of the	Student plot	Student plot	

<i>Skills:</i>	<i>0 – 1 point.</i>	<i>2 points.</i>	<i>3 points</i>	<i>4 points</i>	<i>Point</i>
Outcome	Student has no description of outcome.	Student has incomplete description of outcome.	Student has accurate description of outcome; no author's opinion.	Student has complete and accurate description of outcome; author's opinion.	
Spelling/Grammar	Student has many spelling and grammatical errors.	Student has a few spelling and grammatical errors.	Student has only one or two spelling or grammatical errors.	Student has exemplary spelling and grammar.(No errors).	
Originality	Student's plot is minimal with no evidence of new thought.	Student's work is merely a basic summary of the plot. There is no evidence of new thought, inventiveness, or insight.	Student's work shows some evidence of originality and inventiveness. Demonstrates a basic understanding of the content and extends beyond that to offer new insights and understanding of the novel.	Student's work shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh original, inventive, and based upon logical conclusions and accurate reading comprehension.	
Presentation	Paper is illegible and messy.	Paper is almost illegible.	Paper is legible and adequately neat	Paper is legible, and neat/typed/format properly.	
Time-line	Student's paper is over a week late.	Student's paper a week late.	Student's paper a day or two late.	Student's paper handed in on time.	
Recommendation	Student has no recommendation.	Student has no justification for recommendation.	Student has adequate justification for recommendation.	Student has convincing, reasonable justification for recommendation.	

Total Points: _____

Evaluating Student Communication Skills

Student Name: _____ Date: _____ Instructor's Name: _____

Course Alpha/Title/Section: _____ Institutional SLO Category: _____

Addressing Course SLOs and Program SLO(s): _____

Criteria and Skills:	Beginning 0 – 1 point.	Developing 2 points.	Accomplished 3 points	Exemplary 4 points	*Tot Poin
Topic/Thesis	Student has no topic or thesis statement. None of the supporting points is on topic.	Student has weak topic or thesis statement. Reader is not adequately informed because writer does not use enough support to make his/her point.	Student's thesis statement/topic is adequate. Reader is somewhat informed with adequate information from writer's explanation of less than three facts, examples, anecdotes, paraphrases, or quotations to support thesis.	Student's statement is clear. Reader is thoroughly informed with thorough information from writer's explanation of three facts, examples, anecdotes, paraphrases, or quotations to support the thesis. All points of support are related to the topic.	
Organization	Student has no plan of organization. No beginning, middle, or end is evident.	Student has some plan of organization. It is not easy to find beginning, middle, or end but lacks clarity. No transitions are evident between main thoughts.	Student has an adequate plan of organization. It is easy to find the beginning, middle, or end and there is some clarity. Writer uses some transitions to connect thoughts	Student follows a logical plan from paragraph to paragraph. There is a clear beginning, middle, and end. Writer uses transitions to connect the three key ideas.	
Voice	Student voice is not confident and convincing.	Student voice is somewhat weak. Writer shows some evidence of knowledge of the topic.	Student voice is adequately convincing and confident. Most of the writing is clear and informative.	Student voice is confident and convincing. Writer speaks clearly and knowledgeably.	

<i>Skills:</i>	<i>0 – 1 point.</i>	<i>2 points.</i>	<i>3 points</i>	<i>4 points</i>	<i>Point</i>
Brief summary	Student has no plot summary for the story.	Student plot summary of the story is incomplete.	Student plot summary of the story is adequate; includes some events.	Student plot summary of the story is complete; includes major events.	
Turning point	Student does not mention turning point in the story.	Student has an incomplete description of the turning point.	Student has an accurate description of the turning point with reference to contributing events.	Student has a complete description of the turning point and the events leading up to it.	
Outcome	Student has no description of outcome.	Student has incomplete description of outcome.	Student has accurate description of outcome; no author's opinion.	Student has complete and accurate description of outcome; author's opinion.	
Spelling/Grammar	Student has many spelling and grammatical errors.	Student has a few spelling and grammatical errors.	Student has only one or two spelling or grammatical errors.	Student has exemplary spelling and grammar.(No errors).	
Originality	Student's plot is minimal with no evidence of new thought.	Student's work is merely a basic summary of the plot. There is no evidence of new thought, inventiveness, or insight.	Student's work shows some evidence of originality and inventiveness. Demonstrates a basic understanding of the content and extends beyond that to offer new insights and understanding of the novel.	Student's work shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh original, inventive, and based upon logical conclusions and accurate reading comprehension.	
Presentation	Paper is illegible and messy.	Paper is almost illegible.	Paper is legible and adequately neat	Paper is legible, and neat/typed/format	