

Liberal Education Assessment Rubric

Skills Outcome 1: Write, read, speak, and listen effectively in various contexts using a variety of means including appropriate information sources and technologies.

Element	Benchmark not met (0 Points)	Benchmark met (1 Point)	Benchmark exceeded (2 Points)
<i>A. Student develops content that responds appropriately to context, purpose, and audience (e.g., scope and type of information, strategies, organization of ideas).</i>	Little to no content is clearly relevant to context, purpose, and audience.	Most content is clearly relevant to context, purpose, and audience.	All content is clearly relevant to context, purpose, and audience.
<i>B. Student evaluates and critiques information through critical reading and/or active listening (e.g., identifies purpose, audience, key strategies, accurately summarizes a range of complex texts, evaluates evidence).</i>	Ineffective or inaccurate summary of sources in speaking or writing; no attempt to integrate relevant evaluative claims; or no attempt at appropriate nonverbal listening behaviors.	Effective and accurate summary of a range of source types in speaking or writing and attempts to integrate relevant evaluative claims; or demonstrates attempts at appropriate nonverbal listening behaviors.	Sophisticated evaluation and relevant critique of a range of source types in speaking or writing; or effective use of appropriate nonverbal listening behaviors.
<i>C. Student uses appropriate evidence and sources.</i>	Content is based upon inappropriate or irrelevant information; sources not attributed as needed; little to no attention to ethical use of information.	Content is based upon appropriate and relevant information; sources attributed as needed; information used ethically.	Content is based upon a wide range of sources, evidence, and perspectives; sources attributed as needed; information used ethically.
<i>D. Student delivers information effectively for the context, audience, and purpose (e.g., language, organization, genre, medium, verbal and non-verbal cues).</i>	Ineffective or inappropriate presentation of information.	Effective and appropriate presentation of information.	Highly effective presentation of information.

***An S1 course does not simply utilize communication and information literacy skills, but explicitly teaches an array of processes and conventions related to communication in specific fields (active listening skills, writing processes, peer review, revisions, disciplinary genres, etc.).*