

Oral and Written Communication, Part B Rubric

Background: This rubric was developed by a committee of UWM faculty, combining and adapting AAC&U VALUE rubrics related to the criteria for OWC-B courses at UWM. It is intended to facilitate the assessment of student learning for OWC-B approved courses and is not recommended as a grading tool. UWM's regional accrediting body (Higher Learning Commission) requires documentation of the assessment of student learning in courses which carry general education credit, for the purpose of program and course improvement.

Description: The criteria on the rubric represent traits related to the skills and competencies that define OWC-B courses. The performance levels are developmental: The Capstone level (4) represents the expected performance of a graduating senior, while the Developing level (1) represents a baseline for incoming First-Year students. Rubric criteria were written to apply broadly to both written projects or oral presentations.

Outcomes Measured:

OWC-B approved courses are expected to develop advanced skills in:

1. Critical reading, logical thinking, and the use of argument and evidence.
2. The use of appropriate stylistic and disciplinary conventions in writing and/or speaking.
3. Critical analysis of information from primary or secondary sources for some portion of the speaking and/or writing.

Directions:

1. Ensure that your OWC-B approved course has course learning objectives, content, and assignments that are **aligned** with and fulfill the requirements for OWC-B approved courses. For more information, see pages 6-8 of the APCC General Education Composite Document at <https://uwm.edu/secu/wp-content/uploads/sites/122/2018/11/2018-Composite-Document.pdf>
2. **Determine the benchmark** score (the performance level each student in your course should achieve in order to meet the course's expectations). For many OWC-B courses, the recommended benchmark will be a score of "3."
3. **Set a target** for what percent of students ideally should score at the benchmark or higher. Targets usually range between 80-100%. Courses enrolling large numbers of Juniors and Seniors may wish to set higher benchmarks and targets, while OWC-B courses enrolling large numbers of First-Year or Sophomore students may set their targets lower.
4. Either on paper, or using Canvas*, **complete one rubric for each student** at or near the *end* of the semester by carefully considering their performance on assignments which fulfill OWC-B criteria.
5. **Assign a score of "0"** if the student does not appear to meet the requirements for the "Developing (1)" performance level.
6. For Basic Reporting, **total the number of students at each performance level** for each criterion.
7. Consider incorporating additional, indirect, measures such as a student survey, an informal poll, or OWC-B specific questions added to the course evaluation.

Reflection and Action: Either individually, or collectively with other OWC-B course faculty in your department, consider the results of your assessment measures and any changes you might wish to make to improve the course as a result of the assessment data.

Basic Reporting: Your assessment data, as well as your interpretation and response to it, should be documented so that it is available for accreditation and program reviews. You can do this by completing the online reporting form, using Qualtrics, at https://milwaukee.qualtrics.com/jfe/form/SV_9vk8DvXFE91UeJ7 . Assessment data should be reported **at the end of the semester** for each OWC-B course.

Adapting the Rubric: After the initial pilot, faculty and departments will be able to **adapt or revise** the descriptions for each criterion to better reflect the specific needs and context of their discipline. During the pilot, we ask that faculty try to use the rubric as written and then provide feedback on the rubric itself when reporting their assessment data using the Qualtrics form above.

***Using Canvas:** Canvas can be set up with the OWC-B rubric, allowing the SpeedGrader function to be used to capture assessment data. For more information about using Canvas to capture assessment data, please email assessment-uwm@uwm.edu.

Oral and Written Communication, Part B Rubric

	Capstone (4)	(3)	Milestones (2)	Developing (1)
Using Disciplinary Conventions Appropriate for the Context, Audience, and Purpose <i>Includes considerations of audience, purpose, and the conventions of communication in the discipline.</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or communication task (s) including organization, content, presentation, formatting, and stylistic choices, in response to a thorough understanding of disciplinary context, audience, and purpose.	Demonstrates consistent use of important conventions particular to a specific discipline and/or communication task(s), including organization, content, presentation, and stylistic choices, in response to an adequate consideration of disciplinary context, audience, and purpose.	Follows expectations appropriate to a specific discipline and/or communication task(s) for basic organization, content, and presentation, with emerging awareness of disciplinary context, the audience’s perceptions and assumptions, and purpose.	Attempts to use a consistent system for basic organization and presentation, with minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of only the instructor or self as audience).
Use & Comprehension of Sources & Evidence <i>OWC-B guidelines require a portion of the speaking and/or writing be based on a research component, appropriate to the discipline and course.</i>	Skillfully uses high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline. Recognizes possible implications of the text for contexts, perspectives, or issues beyond the author’s explicit message (e.g., might recognize broader issues at play, or might pose challenges to the author’s message and presentation).	Consistently uses credible, relevant sources to support ideas that are situated within the discipline. Uses the text, general background knowledge, and/or specific knowledge of the author’s context to draw more complex inferences about the author’s message and attitude.	Attempts to use credible and/or relevant sources to support ideas that are appropriate for the discipline. Evaluates how textual features (e.g., sentence and paragraph structure or tone) contribute to the author’s message; draws basic inferences about context and purpose of text.	Attempts to use sources to support ideas in the writing or presentation, and comprehends the text sufficiently to paraphrase or summarize the information the text communicates.
Argumentation & Analysis <i>OWC-B courses emphasize logical thinking, critical analysis, and argumentation.</i>	Organizes, synthesizes, interprets, and evaluates evidence to reveal insightful patterns, differences, or similarities related to focus. Viewpoints of experts are questioned thoroughly. Draws conclusions or articulates positions (perspective, thesis/hypothesis) that are imaginative, accounting for the complexities of an issue/problem, and are critically positioned within existing bodies of knowledge. Consequences, implications, and limits of the position are clearly identified.	Organizes, interprets, and evaluates evidence to reveal important patterns, differences, or similarities related to focus. Viewpoints of experts are questioned. Draws conclusions or articulates positions (perspective, thesis/hypothesis) that take into account the complexities of an issue, acknowledges others’ points of view, and are logically tied to a holistic view of the evidence; consequences and implications are identified.	Organizes evidence, but without revealing important patterns, differences, or similarities. Viewpoints of experts are taken as mostly fact, with little questioning. Draws conclusions or articulates positions (perspective, thesis/hypothesis) that acknowledge different sides of an issue, but which rely on evidence selected to align with the position taken; some consequences and implications are identified.	Lists evidence, but it is not organized and/ or is unrelated to focus. Viewpoints of experts are taken as fact. States a conclusion or position (perspective, thesis/hypothesis) that is simplistic or obvious, or inconsistently tied to the information discussed; possible consequences and implications are oversimplified.
Revision & Editing <i>OWC-B guidelines require at least two assignments where students submit a draft or give a practice speech, assimilate feedback on it, and then revise it.</i>	Seeks and thoughtfully integrates feedback from multiple and diverse readers/listeners. Changes are transformational, including major structural or conceptual changes, eliminating material, developing new material, and fleshing out arguments or analysis beyond the scope of the original draft. Revisions reflect creative engagement with applicable conventions and careful consideration of audience, purpose, and contexts.	Considers feedback from multiple readers/listeners. Changes significantly improve structure, clarity, and development. Revisions reflect development of the student’s thinking or analysis and some consideration of audience, purpose, and contexts.	Considers feedback from both the instructor and others. Changes are focused on improving delivery of the original concept and adhering to applicable conventions.	Changes are focused on improving sentence-level clarity and responding directly to teacher feedback. Changes made are minimal and focused on adhering to assignment requirements, rules, or ideal forms.