

# Lamar Institute of Technology COMMUNICATION RUBRIC

## Definition

To include effective development, interpretation and expression of ideas through written, oral and visual communication

<b>Core Objective Aspects</b>	<b>Exceeds Expectations 4pts</b>	<b>Meets Expectations 3pts</b>	<b>Below Expectations 2pts</b>	<b>Unacceptable 1pt</b>
Context and purpose	Exceptionally effective content for purpose, occasion, audience, and assignment; exceptional audience adaptation	Adequate content, appropriate and effective for purpose, occasion, audience, and assignment; some audience adaptation evident	Content was inappropriate for the purpose, occasion, audience, and assignment; minimal adaptation to the audience	Failed to meet assignment purpose; no adaptation for occasion/audience (language, knowledge, experience, culture)
Organization	Exceptionally clear organizational pattern; easily followed	Mostly organized and logical organization; logical progression of ideas; some unity of thought	Organization is lacking, information is rambling; does not follow assignment structure; lack of unity in thought	No evident structure; repetitive ideas; impossible to follow
Central message	Exceptional use of information/details/research/examples that support the central idea and main points	Some clarifying information/details/research/examples which support the central idea and main points	Lacks information/details/research/examples to support central ideas and main points	No details provided; information/details/research/examples fail to support the central idea and main points
Written, visual, and/or oral communication skills	Information is conveyed in a clear, appropriate, logical, and easy-to-follow manner. Correct diction, grammar, and format are used throughout	Information is conveyed in a clear, appropriate manner, Diction, grammar, and format are mostly correct	Information is conveyed in a manner that is somewhat unclear and difficult to follow. Diction, grammar, and format are often incorrect and/or inconsistent	Information is conveyed in an unclear, inappropriate manner that is difficult to follow. Diction, grammar, and format are overall incorrect
Quality of sources	Appropriate, credible sources of information are used. Sources are correctly cited	Appropriate sources of information are used. Sources are correctly cited	Most informational sources are not appropriate or reliable. Sources are partially or incorrectly cited	Informational sources may not have been used or may be inappropriate. Sources are incorrectly cited or not cited at all

# Lamar Institute of Technology CRITICAL THINKING RUBRIC

## Definition

To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

<b>Core Objective Aspects</b>	<b>Exceeds Expectations 4pts</b>	<b>Meets Expectations 3pts</b>	<b>Below Expectations 2pts</b>	<b>Unacceptable 1pt</b>
Generate/demonstrate original ideas	Clearly demonstrates original ideas through established methods	Demonstrates an original idea but is not from an established method	Demonstrated ideas are not original	Fails to demonstrate an original idea
Apply information in an innovative way	Independently produces ideas that are fresh, unique, original and well-developed	Often produces unique ideas with minimal support	Occasionally produces unique ideas but only with significant guidance and encouragement	Does not produce anything unique or ideas are mundane and predictable
Ask relevant questions	Successfully asks relevant questions about the provided information	Asks some questions relevant to the provided information	Asks questions not relevant to the provided information	Fails to ask questions relevant to the provided information
List/describe the components of information	Can list and describe components of information and suggest additional elements	Can list and describe components of information	Can list, but not describe, components of information	Cannot list or describe any components of information
Judge the relevance of the components	Component information is clearly comprehensive, inter-related, topical, meaningful and causal	Component information is mostly comprehensive, inter-related, topical, meaningful or causal	Component information is somewhat comprehensive, inter-related, topical, meaningful and causal	Component information is not comprehensive, inter-related, topical, meaningful and causal
Integrate/organize information in its functional context	Information is clearly organized and integrated into a functional context	Some information is organized and integrated into a functional context	Information is organized but not integrated into a functional context	Ideas are disjointed and presented without a contextual framework

# Lamar Institute of Technology EMPIRICAL AND QUANTITATIVE SKILLS RUBRIC

## Definition

To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

<b>Core Objective Aspects</b>	<b>Exceeds Expectations 4pts</b>	<b>Meets Expectations 3pts</b>	<b>Below Expectations 2pts</b>	<b>Unacceptable 1pt</b>
Identify and manipulate observable facts or numerical data	Identifies and manipulates observable facts or numerical data in a comprehensive manner; defines parameters and nuances in a fully focused and testable manner	Identifies and manipulates observable facts or numerical data in a competent manner; defines parameters and nuances in a competently focused and testable manner	Identification and manipulation of observable facts or numerical data is attempted but mostly unsuccessful; defines parameters and nuances in a poorly focused or untestable manner	Identification and manipulation of observable facts or numerical data is attempted but unsuccessful; defines parameters and nuances in an unfocused and untestable manner
Apply and analyze observable facts or numerical data	Able to process and analyze observable facts or numerical data as a basis for thoughtful judgment; organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities	Able to process and analyze observable facts or numerical data as a basis for competent judgment; organizes and synthesizes evidence to reveal patterns, differences, or similarities	Unable to effectively process and analyze observable facts or numerical data to make further judgment; organizes evidence but the organization is not effective in revealing important patterns, differences, or similarities	Makes no attempt to process and analyze observable facts or numerical data to make further judgment; lists evidence but is not organized
Draw informed conclusions	Draws accurate and carefully qualified conclusions that are insightful and well supported by the facts or data	Draws reasonable and appropriate conclusions that are logical and mostly supported by the facts or data	Draws mostly incorrect conclusions that are poorly supported and contain logical flaws	Draws incorrect conclusions that are largely unsupported by the facts or data

# Lamar Institute of Technology PERSONAL RESPONSIBILITY RUBRIC

## Definition

To include the ability to connect choices, actions, and consequences to ethical decision making

<b>Core Objective Aspects</b>	<b>Exceeds Expectations 4pts</b>	<b>Meets Expectations 3pts</b>	<b>Below Expectations 2pts</b>	<b>Unacceptable 1pt</b>
Ethical Awareness	Identifies personal core beliefs; discusses the relationship between core beliefs and ethical behavior	Identifies some personal core beliefs; discusses the relationship between core beliefs and ethical behavior	Identifies few personal core beliefs; identifies the relationship between core beliefs and ethical behavior	Identifies no personal core beliefs; unable to identify or discuss the relationship between core beliefs and ethical behavior
Recognize ethical issues	Identifies ethical issues in a complex context; recognizes interrelationships among the issues	Identifies some ethical issues in a complex context; recognizes some interrelationships among the issues	Identifies some ethical issues in a simple context; recognizes few interrelationships among the issues	Cannot identify ethical issues in any context
Apply ethical reasoning	Applies various ethical perspectives and ideas independently and accurately to an ethical question; develops an insightful response	Applies some ethical perspectives and ideas accurately to an ethical question; develops an appropriate response	Applies few ethical perspectives and ideas to an ethical question; develops a minimal response	Unable to express an ethical perspective or idea for an ethical question; or develops an unrelated or inappropriate response
Connect ethical decision making to consequences.	Thoroughly assesses the consequences of ethical decisions; considers most implications of those decisions and actions.	Assesses the consequences of ethical decisions; considers some of the implications of those decisions and actions	Recognizes some consequences of ethical decisions; considers few implications of those decisions and actions	Does not recognize any consequences of ethical decisions

# Lamar Institute of Technology SOCIAL RESPONSIBILITY RUBRIC

## Definition

To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

<b>Core Objective Aspects</b>	<b>Exceeds Expectations 4pts</b>	<b>Meets Expectations 3pts</b>	<b>Below Expectations 2pts</b>	<b>Unacceptable 1pt</b>
Demonstrates Intercultural competence	Able to analyze the contrasting outlooks, perspectives and value sets of cultural groups around the world	Demonstrates knowledge of important contributions of various cultural groups	Identifies common traits of various cultural groups	Unable to identify common traits of various cultural groups
Knowledge of civic responsibility	Able to analyze the effects of an individual carrying out citizenship responsibilities and the effects of not doing so.	Demonstrates an understanding of how social and democratic institutions interact on a national and global level.	Demonstrates an understanding of the responsibilities of citizenship or the purpose of various social or democratic institutions	Cannot demonstrate a basic understanding of the responsibilities of citizenship or the purpose of various social or democratic institutions
Demonstrates an ability to engage effectively in regional, national and global communities	Analyzes the ability of regional, national and global communities or organizations to solve specific problems; cites real life examples or evidence	Demonstrates an understanding of the unique challenges associate with civic engagement at the different levels	Demonstrates an understanding of how communities function at the regional, national and global levels	Has problems differentiating between regional, national and global communities; has difficulty identifying the unique challenges at each level

# Lamar Institute of Technology TEAMWORK RUBRIC

## Definition

To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

<b>Core Objective Aspects</b>	<b>Exceeds Expectations 4pts</b>	<b>Meets Expectations 3pts</b>	<b>Below Expectations 2pts</b>	<b>Unacceptable 1pt</b>
Facilitates the Contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by constructively building upon the contributions of others; noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by restating the views of others; asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting	Does not engage with other team members in a manner that facilitates mutual cooperation and/or completion of task at hand
Responds to Conflict	Addresses destructive conflict directly and constructively; manages/resolves conflict in a way that strengthens overall team and future effectiveness.	Identifies and acknowledges conflict and redirects focus toward task at hand (away from conflict).	Passively accepts alternate viewpoints, ideas and/or opinions.	Fails to address, redirect or manage conflict, promotes destructive conflict
Contributes to Team Meetings	Helps the team move forward; articulates the merits of alternative ideas or proposals.	Advances the work of the group by offering new suggestions; alternative solutions or courses of action based upon the ideas of others	Shares ideas but does not advance the work of the group	Does not engage with or share ideas with the group to advance the task at hand
Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, and advances the project; Proactively helps other team members complete assigned tasks to a level of excellence	Completes all assigned tasks by deadline; work accomplished is competent and advances the project	Completes all assigned tasks individually not as part of the group; meets deadlines	Either ineffectively completes assigned tasks or does not complete tasks

# Lamar Institute of Technology TEAMWORK RUBRIC

<b>Core Objective Aspects</b>	<b>Exceeds Expectations 4pts</b>	<b>Meets Expectations 3pts</b>	<b>Below Expectations 2pts</b>	<b>Unacceptable 1pt</b>
Foster Constructive Team Climate	Supports a constructive team climate by demonstrating three of the following: 1) Treats team members respectfully by being polite and constructive in communication. 2) Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. 3) Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. 4) Provides assistance and/or encouragement to team members.	Supports a constructive team climate by demonstrating two of the following: 1) Treats team members respectfully by being polite and constructive in communication. 2) Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. 3) Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. 4) Provides assistance and/or encouragement to team members.	Supports a constructive team climate by demonstrating one of the following: 1) Treats team members respectfully by being polite and constructive in communication. 2) Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. 3) Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. 4) Provides assistance and/or encouragement to team members.	Does not demonstrate any of the following: 1) Treats team members respectfully by being polite and constructive in communication. 2) Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. 3) Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. 4) Provides assistance and/or encouragement to team members.