

Dine Studies Rubric

Student Learning Outcome – “K’e”

[Grid View](#)
[List View](#)

| | Exceeds Expectations | Meets Expectation | Approaching Expectations | Does Not Meet Expectations |
|---|--|---|--|---|
| Use of k’è terms in oral communication | Speaks with extensive and correct knowledge of k’è relationships addressed in the course with no errors. | Speaks with mostly correct knowledge of k’è relationships addressed in the course with few errors. | Speaks with a moderate level of correct knowledge of k’è relationships addressed in the course, and/or with significant errors. | Speaks with little to no knowledge of k’è relationships addressed in the course. |
| Pronunciation and Fluency | Speech is smooth; the speaker is comfortable and confident in the use of language learned in class. No mispronunciation that would interfere with comprehension by a sympathetic native speaker. | Speech is occasionally hesitant, with some rephrasing. Mispronunciation causing misunderstanding occurs only rarely. | Speech is hesitant (e.g., frequent rephrasing, unfinished sentences, and long pauses). Several misunderstandings arise from a mispronunciation of words or errors in intonation. | Speech is hesitant and choppy; mispronunciation and inaccurate stress make understanding difficult. Has to repeat a lot to be understood; OR not enough speech to evaluate. |
| Consistency of Navajo use in Presentation | Stays in Navajo language for the entire presentation. | Stays in Navajo for most of the presentation, with few English words. | Stays in Navajo, with an almost equal amount of English used. | Uses mainly all English and limited Navajo in presentation. |
| Vocabulary | Shows control of a wide range of the vocabulary taught in class and always used the vocabulary appropriately. | Show control of an adequate range of the vocabulary taught in class and most often used the vocabulary appropriately. | Some control new vocabulary from class but rely on fixed expressions/basic vocabulary or misuse vocabulary. | Shows minimal control of vocabulary taught, making discussion of related topics extremely difficult; OR not enough speech to evaluate. |
| Verb Usage | Demonstrates proper use of most verbs taught in class (different forms of verbs). | Show mostly proper use of several verbs taught in class, with some errors. | Some use of some verbs taught in class, and use of verbs with several errors. | Attempts to use simple verbs taught in class or few verbs, and significant errors present. |
| Word Order (Syntax) | Exhibits firm control over the use of sentences and phrase structures taught in class. | Show mostly proper use of a variety of sentence structures taught in class. | Shows essential control (basic to emerging) over simple sentences and phrase structures taught in class. | Utilizes a minimal number of simple sentences and phrase structures taught in class and uses structures with many errors. |

Communication Rubrics

Student Learning Outcome – Write Clearly

Written communication is the development and expression of ideas in writing. Writers communicate through a variety of styles and genres to create, entertain, inform, analyze, argue, interpret, and explain. At the university level, competency in written communication requires the effective use of writing skills appropriate to a professional workplace, public communication, or an academic environment.

ENG 101 Rubric

Catalogue ENG 101 College Composition I (3) Emphasizes critical reading and writing to develop necessary college level communication skills. One guided research paper is required.

Assignment: Multi paragraph essay with a central focus

| | Excellent 4 | Meets Most Expectations 3 | Approaches Expectations 2 | Needs Improvement 1 |
|--|--|--|--|---|
| Central Focus (intro & thesis statement) | Central focus is completely clear | Central focus and purpose are mostly clear | Central focus and purpose are fairly clear | Central focus and purpose are unclear |
| Organization, Development Cohesiveness (body paragraph & discourse level) | Essay is fully developed and cohesive | Essay is mostly developed and cohesive | Essay is partially developed and cohesive | Essay is underdeveloped and lacks cohesion |
| Conventions (sentence level) | Grammar and syntax are correct with no errors in spelling or punctuation | Grammar and syntax are correct with very few errors in spelling or punctuation | Repeated weaknesses in mechanics and usage. Pattern of flaws | Mechanical and usage errors so severe that writer's ideas are difficult to understand |

ENG 102 Rubric

Catalogue ENG 102 College Composition II (3) Prerequisite: ENG 101 with a grade of 'C' or greater. Emphasizes development of critical, analytical, and argumentative skills through reading, writing, and discussion. Continues research writing and requires one research paper.

Assignment: Multi paragraph essay, Annotated Bibliography, or Literature Review that includes scholarly sources

| | Excellent 4 | Meets Most Expectations 3 | Approaches Expectations 2 | Needs Improvement 1 |
|--|---|---|---|--|
| Central Focus (intro & thesis statement) | Central focus is completely clear | Central focus and purpose are mostly clear | Central focus and purpose are fairly clear | Central focus and purpose are unclear |
| Organization, Development Cohesiveness (body paragraph & discourse level) | Essay is fully developed and cohesive | Essay is mostly developed and cohesive | Essay is partially developed and cohesive | Essay is underdeveloped and lacks cohesion |
| Scholarly sources including Elders and community members | Uses sources to support, extend, and inform, but not substitute for writer's own development of ideas. Skillfully combines material from a variety of sources. Always conforms to style manual. | Uses sources to support, extend, and inform the writer's own development of ideas. Appropriately uses quotes but may not always conform to required style manual. | Uses relevant sources but substitutes them for the writer's own ideas. Quotations and paraphrases may be too long and/or inconsistently referenced. | Fails to use sources and/or overuses quotations or paraphrasing and/or uses source material without acknowledgement. |
| Conventions (sentence level) | Grammar and syntax are correct with no errors in spelling or punctuation | Grammar and syntax are correct with very few errors in spelling or punctuation | Repeated weaknesses in mechanics and usage. Pattern of flaws | Mechanical and usage errors so severe that writer's ideas are difficult to understand |

Lab Science Rubric

Student Learning Outcome – Think Critically

| Criteria | 4 - Exceeds Learning Outcomes | 3 - Meets Learning Outcomes | 2 - Approaches Learning Outcomes | 1 - Does not meet Learning Outcomes |
|---------------------------------|--|---|--|---|
| Problem Solving Skills | Student can read and interpret the given question. Then set up a conceptual strategy for solving the problem. Is proficient in the math skills required to complete the problem. | Student is able to read and interpret the question and apply the conceptual strategy to set up the problem. But lacks several required math skills to completely solve the problem. | Student is able to read the question, but lacks sufficient knowledge to apply the concepts and can only partially solve the problem. | Student is unable to interpret the given question and set up the problem. Does not have the pre-requisite math skills to solve the problem. |
| Critical Thinking Skills | Student is able to draw correlations between the concepts learned and cite real world examples that are meaningful and concise. | Student can understand concepts when prompted by appropriate examples. However, the student cannot independently make the correlations. | Student is having difficulty in drawing correlations and could meet learning outcomes with additional support. | Student shows little understanding of the concepts learned and is unable to use examples in enhancing learning outcomes. |
| Procedural Skills | Student can read and follow all given instructions thoroughly, carry out the procedure independently and generate, organize and analyze useful experimental data. | Student is able to read and follow some instructions. Needs a little help to carry out the procedure and generate, organize and analyze meaningful experimental data. | Student can read, follow the procedure partially, cannot generate sufficient meaningful data to complete the assignment. | Student is unable to understand and follow the procedure. Thus, cannot complete the given assignment. |

Social & Behavioral Science Rubric

Student Learning Outcome – **Think Critically**

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

| | 4 | 3 | 2 | 1 |
|--|---|--|---|-----------------------------|
| Explanation of Issues | Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. . | Issue/problem to be considered critically is stated, <u>described</u> , but offers little context as to why the issue is being explored. | Issue/problem to be considered critically is stated but vague leaving the problem undefined, ambiguous. | Not attempted/demonstrated. |
| Evidence <i>Selecting and using information to investigate a point of view or conclusion</i> | Information from scholarly sources Comprehensive analysis with sophisticated interpretation Clear, robust connections between sources and main arguments Sophisticated integration of paraphrased scholarly work | Information from scholarly sources Coherent analysis with basic interpretation Connections between sources and main points were made. Limited critical examination of source material | Information from general (non-scholarly) sources Some interpretation and supporting insights. Numerous quotes used. | Not attempted/demonstrated. |
| Influence of Context and Assumptions | Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position in order to be objective. | Shows an emerging awareness of present assumptions (i.e. biases) Begins to identify some contexts when presenting a position in order to be objective. | Shows minimal awareness of others' assumptions than one's own (or vice versa). | Not attempted/demonstrated. |
| Student's Position (perspective, thesis/hypothesis) | Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue from 2 or more sides of an issue. | Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue is stated and obvious (1 sided). | The author's purpose of writing is unclear in relation to the issue at hand. | Not attempted/demonstrated. |
| Conclusions and Related Outcomes (implications and consequences) | Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation. | Conclusion is logically tied to a range of information from the written work, but at times moves away from the information as a whole. | Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are superficial. | Not attempted/demonstrated. |

Dine Studies Rubric

Student Learning Outcome – **Speak Effectively**



ORAL COMMUNICATION VALUE RUBRIC
For more information, please contact value@aacu.org



Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

| | Capstone 4 | Milestones 3 2 | | Benchmark 1 |
|----------------------------|---|---|---|--|
| Organization | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation. |
| Language | Language choices are imaginative, memorable, compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience. |
| Delivery | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable. |
| Supporting Material | A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic. | Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic. |
| Central Message | Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported). | Central message is clear and consistent with the supporting material. | Central message is basically understandable but is not often repeated and is not memorable. | Central message can be deduced but is not explicitly stated in the presentation. |

Mathematics Rubric

Student Learning Outcome – Reason Mathematically

Quantitate Literacy Rubric for General Education Learning Objective

| Criteria | 4 - Excellent | 3 - Proficient | 2 - Developing | 1 - Beginning |
|---|---|---|---|---|
| Interpretation of Quantitative Information | Accurately interprets complex quantitative information (e.g., graphs, tables, formulas) and explains its relevance in context | Interprets quantitative info with minor errors; explains it in context | Somewhat interprets info but with significant errors or unclear context | Misinterprets or cannot interpret quantitative info |
| Mathematical Modeling / Calculation | Applies appropriate models/methods correctly and efficiently; justifies choices | Uses correct models or methods with minor mistakes; partially explains reasoning | Attempts a model or method but with errors or poor explanation | Incorrect or no use of appropriate model/method |
| Application to Real-World Problems | Accurately applies quantitative methods to solve complex real-life problems and explains the implications clearly | Applies methods to real-world context with minor flaws in reasoning or interpretation | Connects math to real world but weak execution or misinterpretation | Does not relate math to real-world context or misapplies it |
| Use of Assumptions & Limitations | Clearly states and evaluates assumptions, limitations, and implications of the math used | States assumptions but with limited critique or insight | Identifies assumptions but does not discuss limitations or implications | No recognition of assumptions or limitations |
| Communication of Quantitative Ideas | Communicates reasoning, results, and conclusions clearly with appropriate math language and representations | Communicates ideas with some clarity and use of correct terminology | Limited or unclear communication of ideas; inconsistent terminology | Confusing or incorrect communication; lacks math language |

Fine Arts & Humanities Rubric

Student Learning Outcome – Self-Express Creatively

SELF-EXPRESS CREATIVELY RUBRIC – HUMANITIES & FINE ARTS GENERAL EDUCATION

| Category/Score | Exemplary - 4 | Adequate - 3 | Superficial - 2 | Inadequate - 1 |
|---|---|--|--|--|
| (Nitsahakees – Thinking) Demonstrate Knowledge of the Human Condition | Demonstrates thorough knowledge of major figure(s), artist(s), writer(s), concepts, or ideas in the area of study. Articulates insightful, specific reasons for their importance. | Demonstrates sufficient knowledge, making direct reference to relevant figures or concepts, though occasionally lacking in detail or accuracy. | Demonstrates superficial knowledge, providing general information often lacking depth or accuracy. | Demonstrates little or no knowledge, providing irrelevant or inaccurate information. |
| (Nahat'a – Planning) Evaluate the Human Condition Using Discipline-Specific Criteria | Thoroughly critiques or evaluates key figures, artists, writers, or concepts in an area of study using appropriate methods. | Sufficiently critiques or evaluates key elements in an area of study using appropriate methods. | Demonstrates superficial ability to critique or evaluate key figures, artists, writers, or concepts using appropriate methods. | Demonstrates little or no ability to critique or evaluate using discipline-specific criteria. |
| (Iina – Communicating) Explain How Context Influences the Topic | Clearly and completely explains how context influences the issue being studied, providing well-detailed, accurate, and relevant information. | Clearly explains contextual influences but occasionally lacks detail or accuracy. | Provides a superficial explanation of how context influences the issue, often lacking depth or accuracy. | Demonstrates little to no ability to explain how context influences the issue being studied, providing irrelevant or inaccurate information. |
| (Siihasin – Introspection) Engage in Self-Reflection and Growth | Engages in deep self-reflection, demonstrating strong motivation and persistence in intellectual and personal growth. | Reflects on learning with some depth but may not fully articulate personal growth or persistence. | Displays minimal self-reflection or motivation, with limited evidence of learning progression. | Shows little to no self-reflection or motivation in the learning process. |