

CETYS University System.
Academy of Institutional Learning Outcomes
Assessment rubric for RAI #1 of Clear and Effective Communication in written Works.
Mexicali, B.C., September 2008



Introduction.

The following rubric is proposed for the evaluation of the institutional learning outcomes of **clear and effective communication**. The rubric is analytical and takes into consideration 6 aspects or areas of analysis and presents 4 criteria for assessment. As for the usage of this rubric, our expectations are that undergraduate students obtain, in their majority, **at least a sufficient** performance in the first semesters of their academic program; **at least an improvable** performance between 4th, 5th, and 6th semester; and an **outstanding** performance during 7th and 8th semester. There might be courses, though, in which it will be justifiable to demand a superior performance from students since they have the potential to achieve this. Therefore, in a course such as Advanced Communication in Spanish, it is justifiable to expect an outstanding performance. In the case of graduate students, what we are looking for in most is **at least an improvable** performance in all courses of their curriculum, up to the time when they must present their master's thesis project or their doctoral dissertation. In these last three cases, we expect the majority to obtain an **outstanding** performance.

RAI # 1: Clear and Effective Communication.

At the end of their academic program, students **will be able to**:

- 1.1. Write a well-organized, well-developed, and well-expressed personal essay in Spanish.**
- 1.2. Write an essay in Spanish in response to a written argument, an article, or book.**
- 1.3. Write a research report in Spanish in a standardized academic format.**
- 1.4. Write, in Spanish and within course contents, an adequate report for an application or final project.**
- 1.5. Carry out an effective oral presentation (logic, coherent, and credible), using support material (visuals or physical), about a specific idea and before a general audience.
- 1.6. Carry out an effective oral presentation of an area, aspect, application, final, or research project about their major, before an audience.

According to RAI #1's composition, the institutional rubric proposed **would apply to the first 4 points**, since they talk about products of written learning. Another institutional rubric will be elaborated for the rest of the points. The term **-institutional-** that is being used, means that this assessment instrument will be applied, without variation, in all of CETYS University's System, since there is an **academy** responsible for updating it with the **feedback** obtained from instructors using it. The real test for these instruments is their ability to facilitate and orient students' learning.

Institutional Rubric for effective and clear communication in Spanish (Written Works: essays, research reports, and final or application projects)

Student Name:
Name and Type of Assignment:
Course Name:

Analyzed aspect	Assessment criteria				
	INSufficient (0-69 points)	SUfficient (70–79 points)	IMprovable (80–89 points)	OUtstanding (90-100 points)	Points Obtained
1) Ideas and content	<p>Cannot identify a central idea or purpose. The document presents the following characteristics:</p> <ul style="list-style-type: none"> ▪ A sizable amount of problems that make reading difficult and quality is severely affected ▪ There is no clarity in ideas or purpose. ▪ The attempts to develop the subject are minimal or nonexistent. ▪ The writing is too short to demonstrate the development of an idea. 	<p>Ideas and purpose are not very clear. The document presents the following characteristics:</p> <ul style="list-style-type: none"> ▪ Some problems are perceivable and affect the reading and quality. ▪ Ideas can be identified but not distinguished from main and support ideas, which make the readers, have to guess. ▪ Development is minimal and details insufficient. ▪ Some details are irrelevant and others are unnecessarily repeated. 	<p>The writing is comprehensible but supporting details are very general or limited or lack substance, and sometimes even out of context. The document presents the following characteristics:</p> <ul style="list-style-type: none"> ▪ Ideas and purpose are easily identified. ▪ Supporting ideas are generic, obvious, or limited ▪ There are sources, but they are questionable or not very credible. ▪ Content and supporting details are relevant, with difficulty in transitioning from general to specific; but are not very well chosen for their purpose or their audience. 	<p>The writing is clear and grabs the reader’s attention. Main ideas are identified and are supported by arguments. The document presents the following characteristics:</p> <ul style="list-style-type: none"> ▪ Clear ideas ▪ Identifiable main ideas and supported by facts, statistics, examples and quotes. ▪ Supporting ideas and details are relevant. ▪ Resources are used to support the main idea. ▪ The content and supporting details are adequate for its audience and purpose. 	
Assigned value: 17 points	Maximum 11 points	Maximum 13 point	Maximum 15 points	Maximum 17 points	

2) Organization.	<p>Format lacks coherence and organization is not connected. Even after reading, the reader is confused. Format shows the following characteristics:</p> <ul style="list-style-type: none"> ▪ Lack of a clear and effective sequence. ▪ A beginning, a body, and a conclusion cannot be distinguished. ▪ Lacks transition between paragraphs. ▪ Lack of organization obscures or distorts the main idea. 	<p>Even though there's structure, the writing is difficult to follow since it makes the reader go back in order to integrate ideas and reduce confusion. The document presents the following characteristics:</p> <ul style="list-style-type: none"> ▪ An attempt for sequence can be appreciated, but their relation is not very clear. ▪ There is a lack of an effective organizational structure in ideas. ▪ A beginning, body, and ending are nonexistent or poorly developed. ▪ Lacks or misuses transitions between paragraphs. ▪ Unnecessary details confuse the reader. 	<p>Organization is clear and coherent, but with minor inconsistencies. Sequence and structure are obvious, but in the form of a recipe or formula. The document presents the following characteristics:</p> <ul style="list-style-type: none"> ▪ Presents sequenced ideas and the order of ideas is seldom clear. ▪ There is an introduction but is not very clear to the reader. ▪ There is an incomplete or not very substantial conclusion. ▪ The body is acceptable since it is easy to follow its details. ▪ In general, organization is clear and helps guide the reader. 	<p>Organization and its development make the central ideas evident. Order and structure are clear, they guide the reader. The document presents the following characteristics:</p> <ul style="list-style-type: none"> ▪ Logic sequence, structure is according to the subject and makes the writing easy to follow. ▪ An introduction is identified. ▪ There is a conclusion. ▪ The transition among ideas, paragraphs, and sentences is fluid and effective. ▪ Details in the writing are relevant to the subject. 	
Assigned value: 16 points	Maximum 10 points	Maximum 12 points	Maximum 14 points	Maximum 16 points	
Analyzed Aspect	Assessment criteria				
	INSufficient (0-69 points)	SUfficient (70–79 points)	IMprovable (80–89 points)	OUtstanding (90-100 points)	Points Obtained

<p>3) Chosen vocabulary and style.</p>	<p>Format shows limited vocabulary and misused words that make reading difficult. The format is characterized by:</p> <ul style="list-style-type: none"> ▪ Very generic or vague words. ▪ Very limited or inappropriate vocabulary for topic or field of writing. ▪ Badly employed words that don't fit in the text for not being precise or being inadequate. ▪ Paragraphs lack introductory sentences, detailed explanations or closing sentences. 	<p>Language is monotonous and badly employed, distracting the reader from the relevant parts. The document presents the following characteristics:</p> <ul style="list-style-type: none"> ▪ Words used are not precise or vague. ▪ There is a monotonous repetition of expressions. ▪ Paragraphs show confusing images. ▪ There are at least 5 badly structured fragments in the writing. 	<ul style="list-style-type: none"> ▪ In general language is appropriate for topic or field, although there are paragraphs with ordinary language and lacking some precision. The document presents the following characteristics: ▪ Well developed text with some generic parts. ▪ Colorful language is used and sometimes is overused or forced. ▪ Format is fluid but falls in to clichés and use of repetitive expressions. 	<ul style="list-style-type: none"> ▪ Language used is precise and natural according to its purpose. Writer uses rich and ample vocabulary. The document presents the following characteristics: ▪ Precise and effective words strengthen format. ▪ Original and fresh expressions. ▪ Vocabulary is varied. ▪ Maintains a usage of academic language and deals with the topic accordingly. 	
<p>Assigned value: 17 points</p>	<p>Maximum 11 points</p>	<p>Maximum 13 point</p>	<p>Maximum 15 points</p>	<p>Maximum 17 points</p>	
<p>4) Sentence fluency</p>	<p>Format makes reading difficult. Sentences are incomplete and shy away from the main idea. The document presents the following characteristics:</p> <ul style="list-style-type: none"> ▪ Text makes reading difficult with no interruptions. ▪ Confusing Word order. ▪ Sentence structure frequently hides meaning. ▪ Confusing, not connected sentences. ▪ Transitions among ideas are unclear or nonexistent. 	<p>Format presents abrupt transitions or flows in various directions, making it difficult to follow reading. Reader, The document presents the following characteristics:</p> <ul style="list-style-type: none"> ▪ Considerable number of paragraphs that are difficult to read. ▪ Sentences are monotonous or structure frequently obscures meaning. ▪ Most sentences are not related, confusing, or badly structured. 	<p>Format is more fluid than mechanic. However, some of these paragraphs cause reader to reread or reduce reading pace. The document presents the following characteristics:</p> <ul style="list-style-type: none"> ▪ Transitions show the connection among ideas but are seldom varied. ▪ Most paragraphs can be fluently read. ▪ Writer tends to repeat length or format of paragraphs ▪ There is control in the usage of simple phrases, but is lost when more complex sentences are used. ▪ Style control is occasionally 	<p>Format is effective, fluid, and displays rhythm. Sentences are constructed in careful way that makes the reading expressive and pleasant. The document presents the following characteristics:</p> <ul style="list-style-type: none"> ▪ Reading flows naturally. ▪ There are paragraphs where a main idea and its explanation are identified. ▪ There is control in sentence structure and fragments. ▪ Paragraphs display a logical order since the writer uses an introduction/conclusion of the topic. ▪ There is control in writing 	

			lost.	style.	
Assigned value: 16 points	Maximum 10 points	Maximum 12 points	Maximum 14 points	Maximum 16 points	
5) Spelling	<p>Excessive spelling mistakes make text difficult to read. Frequency of mistakes is so overwhelming that reader finds it difficult to focus on message and must reread to find a meaning. The document presents the following characteristics:</p> <ul style="list-style-type: none"> ▪ Limited spelling ability. ▪ Frequency in spelling errors makes reading impossible. ▪ Transitions among paragraphs are very irregular or too frequent, and seem not to be related to the text. ▪ Arbitrary use of capitalization. ▪ Need of extensive editing. 	<p>Very little care in spelling. Frequent errors in spelling and punctuation distract reader and make reading difficult. The document presents the following characteristics:</p> <ul style="list-style-type: none"> ▪ Very little attention to spelling. ▪ Frequent omission or incorrect use of punctuation. ▪ Spelling errors, such as omission of accents, arbitrary use of capitalization, and misspelled words interrupt reading and alter the meaning of the text. ▪ Paragraphs are too short or long, with no pauses or begin in effective places. ▪ Intensive editing is required. 	<p>Careful spelling with mistakes that do not interrupt reading. The document presents the following characteristics:</p> <ul style="list-style-type: none"> ▪ Correct use of paragraph ending; however, punctuation inside paragraphs might present some mistakes. ▪ Very few spelling or punctuation mistakes that do not affect or interrupt reading of the text. ▪ Some paragraphs are too long or too short. ▪ Moderate need of editing 	<p>Spelling mistakes are so minimal they do not make reading difficult. The document presents the following characteristics:</p> <ul style="list-style-type: none"> ▪ The use of punctuation guides the reader through the text and the writer's position is easy to identify. ▪ Careful attention to spelling, even in more difficult words. ▪ Spacing between paragraphs reinforces organizational structure of the text. ▪ None or very scarce need for editing. 	
Assigned value: 17 points	Maximum 11 points	Maximum 13 point	Maximum 15 points	Maximum 17 points	
Analyzed aspect	Assessment criteria				
	INSufficient (0-69 points)	SUFFicient (70–79 points)	IMprovable (80–89 points)	OUTstansding (90-100 points)	Points Obtained

<p>6) Quotes and book references.</p>	<p>Format displays very little respect for conventional research writing. The absence of adequate documentation leads to plagiarism and does not allow reader to verify sources. The writer:</p> <ul style="list-style-type: none"> ▪ Copied material from an original source, resulting in obvious plagiarism ▪ Does not list quotes that credit the source of material. ▪ Includes words or ideas from sources without using quotation marks. ▪ Does not include a reference section. 	<p>Format displays very little commitment to conventional research writing norms. Lack of commitment to quality, meaning, and precision are evident. Frequency in documentation errors produce plagiarism and does not allow reader to verify the sources used. The writer:</p> <ul style="list-style-type: none"> ▪ Omits documentation of information sources. ▪ Incorporates words or ideas from a source without the use of quotation marks. ▪ Omits a reference section in research document. ▪ Paraphrasing is poor since there seems to be no reinterpretation of the original text. ▪ Alters main ideas of a source. ▪ Includes incorrect reference of sources. 	<p>Format displays a commitment to quality and meaning of research and also with precision of a written document. Documentation is used to avoid plagiarism, allows reader to judge the relevance or credibility of information presented from sources. There are very few documentation errors. The writer:</p> <ul style="list-style-type: none"> ▪ Incorporates quoted texts inadequately. ▪ Paraphrases material from other sources by only modifying the sequence of sentences. ▪ Paraphrases material from other sources by rewriting it with his/her own words or style. ▪ Includes a reference section listing all consulted sources, not only the ones used in the document. 	<p>Format displays the quality and meaning of research. Displays precision in the written document, offering referencing that avoids plagiarism, enables the reader to judge the relevance or credibility of the information presented through the verification of sources. The writer:</p> <ul style="list-style-type: none"> ▪ Incorporates quoted texts (short or long). ▪ Correctly uses paraphrasing by rewriting material in his/her own language and style. ▪ Includes a reference section which corresponds to those used in the document. ▪ Leaves out consulted sources that were not utilized in the document. 	
<p>Assigned value: 17 points</p>	<p>Maximum 11 points</p>	<p>Maximum 13 point</p>	<p>Maximum 15 points</p>	<p>Maximum 17 points</p>	
<p>Global outcome of RAI#1 assessment: IN, SU, IM or OU:</p>				<p>Total points obtained in written assignment:</p>	

Course assessment outcome concentration chart

#	ID Number	Name	Gender (F/M)	Written assignment grade.	Achieved Learning (IN; SU, IM or OU)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
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22					
23					
24					
25					

Instructions for use of rubric.

- ❶ Identify the type of document to evaluate, to determine if section 6 of the rubric applies. If it **does not** apply, then proposed sale in the group of **24 cells** of the rubric must be adapted to 100 points.
- ❷ Calibration of rubric. In order for the assessment outcomes to be more objective and for students to obtain some **–feedback–** to help improve their learning, it is necessary for instructors to calibrate the use of criteria in the rubric. That is, it is necessary for two or more instructors to practice the use of the rubric on the same learning product in order to then compare the outcomes and contrast differences. This contrast and discussion of the outcomes will allow them to homogenize and fine tune their evaluation criteria, which will reduce variation and inconsistencies of the outcomes.
- ❸ Use this rubric to communicate to students the outcomes of their evaluations. This way they will begin to identify their own level of learning, the level of improvement that is expected from them, and most importantly: clarify where and how learning can be improved.
- ❹ Document any difficulties identified in the use of this rubric and communicate them to the Academy of Institutional Learning Outcome (ARI):
 - ❖ Adriana López (TJN Campus): alopez@tij.cetys.mx
 - ❖ Teresita Higashi (MXL Campus): thigasi@cetys.mx
 - ❖ Cecilia Tagliapietra (MXL Campus): ceciliat@cetys.mx
 - ❖ Héctor Vargas (MXL Campus): skef@cetys.mx

The frequent use of a rubric leads to its improvement and mastery of its application. It is accepted that this is only a good beginning and that with the cooperation of all the users it will be improved.

- ❺ Once the rubric is employed to assess the learning products, the next step is to summarize the outcomes in the attached chart of the total of students analyzed. This table concentrates the data of each student and the outcomes of his learning assessment. **This information and the learning evidence/product will be deposited in the Institution Electronic Portfolio or they will be delivered to the main office of the corresponding school.**