SPEAKER EVALUATION FORM

Name of Speaker _____   **Section** _____

Student ID _____   **Speech (1 or 2)** _____

Key: 1=Unacceptable 2=Fair 3=OK/acceptable 4=good/above average 5=Excellent

Rating	Item	✓ = Positive, Effective 0 = Needs Work		Comments
CONTENT				
	Analysis of Topic (Critical Thinking)	__Clear purpose __Clear central idea __ Multiple perspectives represented	__Relevant topic ____Aware of possible objections to claims	
	Supporting Material	__Credible sources __ Cited sources	__Varied sources __Sufficient sources __Appropriate visual aid	
	Organization	__Introduction __ Main points clear	__Transitions __Conclusion	
	Style	__Defined terms __ Used metaphors, analogies	__Grammar __Avoids clichés, jargon __Precise vocabulary	
DELIVERY				
	Engagement	__Audience awareness __Eye contact	__Poise __Manages anxiety	
	Body Movement	__ Posture __ Gestures	__Facial expression __Use of space	
	Voice Quality	__ Volume __ Variety in tone	__Extemporaneous __ Articulation __Vocal control	
	Fluency	__ Freedom from notes __ Avoids vocal fillers	__Effective pace __ Effective use of Pauses	
PREPARATION				
	Outline	___Structure	___Bibliography ___Annotation	
IMPACT				
	OVERALL IMPACT	__Speaker is credible __ Appropriate use of time	__Speech is memorable __Speech accomplishes purpose	
	FINAL GRADE			

GENERAL EDUCATION STUDENT LEARNING OUTCOME: ACTIVE CITIZENSHIP

A commitment to lifelong civic engagement at a local, national and/or global level.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Diversity of Communities and Cultures	The student sees diversity of attitudes and beliefs as paramount and promotes others' engagement with diversity.	The student demonstrates an understanding of diverse attitudes and beliefs and adjusts his or her own attitudes and beliefs as a result of working within and exposure to diverse attitudes and beliefs.	The student acknowledges that his or her attitudes and beliefs are different from those of other cultures and communities and reflects upon those attitudes and beliefs, understanding the differences. The student exhibits curiosity about what can be learned from diverse communities and cultures.	The student acknowledges that his or her attitudes and beliefs are different from those of other cultures and communities. The student has some curiosity or interest in learning about different and/or diverse communities and cultures.
Civic Identity and Commitment	The student provides evidence of experience in civic engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	The student provides evidence of experience in civic engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	The student provides evidence of experience in civic engagement activities; however, evidence suggests the student's involvement in civic engagement activities is generated from expectations or course requirements rather than from a sense of civic identity	The student provides some evidence of her/his experiences in civic engagement activities and does not connect experiences to civic identity.
Civic Action and Reflection	The student demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	The student demonstrates independent experience and team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	The student has clearly participated in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	The student has experimented with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
Civic Contexts/Structures	The student demonstrates ability and commitment to collaboratively work across and within community contexts and structures (organizations, movements, campaigns, associations, causes, etc.) to achieve a civic aim.	The student demonstrates ability and commitment to work actively within community contexts and structures (organizations, movements, campaigns, associations, causes, etc.) to achieve a civic aim.	The student demonstrates experience identifying intentional ways to participate in civic contexts and structures (organizations, movements, campaigns, associations, causes, etc.).	The student experiments with civic contexts and structures (organizations, movements, campaigns, associations, causes, etc.), tries out a few to see what fits.

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GENERAL EDUCATION STUDENT LEARNING OUTCOME: COMMUNICATION LITERACIES WRITING RUBRIC

The ability to speak and write effectively to convey and make an evidence-based argument

	Capstone 5	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	0
Genre/Audience	The writer follows all or almost all of the conventions for the genre and academic writing in general. In addition, the writer demonstrates a skillful ability to manipulate those conventions in ways that make their work stand out while still fulfilling the reader's expectations.	The writer follows most, if not all, of the conventions for the genre and academic writing in general. There is evidence of effort made to manipulate those conventions in ways that make their work stand out while still fulfilling the reader's expectations.	The writer follows most of the conventions. However they do so in a formulaic way that shows little attempt to engage the audience.	The writer follows most of the conventions but does not do so consistently. They may also not follow some conventions, but the reader gets the sense the writer understands the conventions.	The writer fails to follow most or any of the genre conventions and of academic writing in general.	
Focus	Explicit, nuanced stance. The reader feels like the writer has constructed a complex, well thought-out point.	Stance is explicit and/or nuanced, but not to the degree of a 5. The reader may feel like some minor points are missing or that the stance could be more complex.	Stance is explicit, but may be defined in general terms (i.e. "subject A and B are alike in some ways and different in others" or "I agree/disagree with X" without giving reasons for their stance).	Vague stance or purpose. It may only apply to part of the piece.	No clear stance or purpose	
Development	All ideas are developed with specific, relevant information that clarifies, extends and illustrates the essay's focus. However, the reader occasionally raises questions or wishes for more information.	All major and minor ideas are developed with specific, relevant information that clarifies, extends, and illustrates the essay's focus. However, the reader occasionally raises questions or wishes for more information.	Most ideas are not developed or are supported with inappropriate examples. The support is made up of almost entirely unclear information or made up of vague or commonplace generalizations. Overall, the piece seems to have been written quickly and without the writer thinking through the ideas he or she wanted to convey.	Most ideas are not developed or are supported with inappropriate examples. The support is made up of almost entirely unclear or made up of vague or commonplace generalizations. Overall, the piece seems to have been written quickly and without the writer thinking through the ideas he or she wanted to convey.	Ideas are stated without any development at all.	
Organization	The writer uses a logical order for both paragraphs and the overall pieces that imparts a feeling of wholeness and skill.	The writer uses a logical order for both paragraphs and the overall pieces that are effective but that may not be artful. Some slight breakdowns exist, but they are almost unnoticeable and seem more like isolated gaffes than patterns of error.	The structure of the essay breaks down in some places but holds together overall. At the paragraph level, some sentences are out of place. and some transitions between sentences are abrupt or inappropriate for the kind of relationship implied among the paragraphs ideas.	The structure of the essay feels rough and unclear. At the paragraph level, multiple sentences are out of place. Most of the transitions between sentences are abrupt or inappropriate for the kind of relationships implied by the paragraph's ideas. The pieces seem to have been planned quickly and not revised.	The writer uses an unclear or confusing overall organization. The paragraphs lack coherence; sentences are disorganized, with little or no effective use of transitions.	
Grammar/Mechanics	Errors do not detract from the essay's central focus and form the smooth delivery of the writer's ideas. Few or no errors exist, and those that appear are minor or reflect obscure rules.	Errors are obvious but not to the point of distracting an average reader.	Grammatical, mechanical, spelling, and documentation errors begin to interfere with understanding the text's meaning. Patterns of status-marking errors may exist (ex. sentence boundaries, verb endings).	Several distracting grammatical, mechanical, spelling, and documentation errors make understanding the text's meaning difficult. Multiple patterns of error exist	Numerous distracting grammatical, mechanical, spelling and documentation errors make understanding the text's meaning difficult or impossible.	
Revisions	Almost all of the revisions make the final draft stronger than the original. The writer used all four forms of revision as appropriate.	Most, but not all, of the revisions make the final draft stronger than the original. The writer used most of the forms of revision, but may have needed to use others. (ex. added and deleted material but should have also rearranged it).	The draft includes some revisions that make the final draft stronger, but others are needed. The writer mostly used addition and deletion, even if substitution and rearrangement were also needed. Some of the revisions may distract from the draft's quality.	The draft includes few revisions, most of which have no influence on the final draft's quality. The writer may have used only one form of revision even though others are needed.	The draft includes very few revisions; most either have no influence on the final draft's quality or make it worse. It seems like the writer just retyped the original draft.	No evidence of revision. The writer turns in only one draft and no invention/planning work.

GENERAL EDUCATION STUDENT LEARNING OUTCOME: CRITICAL THINKING

The ability to utilize reflective analysis to draw informed conclusions.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 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, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
Evidence: {Selecting and using information to investigate a point of view or conclusion}	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions and embracing contradictions	Integrates alternate, divergent, or contradictory perspectives and thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and relevant contexts and incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory way when presenting a position.	Questions some assumptions. Identifies/includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Acknowledges alternate, divergent, or contradictory perspectives or ideas. Shows an emerging awareness of present assumptions. Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged and others' points of view are synthesized within position.	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
Connecting, Synthesizing, Transforming	Transforms ideas or solutions into entirely new forms.	Synthesizes ideas or solutions into a coherent whole.	Connects ideas or solutions in novel ways.	Recognizes existing connections among ideas or solutions.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusions and related outcomes (consequences and implications) are logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

GENERAL EDUCATION STUDENT LEARNING OUTCOME: DIVERSITY

A commitment to promote inclusivity in a diverse world.

	Capstone 4	Milestones 3	2	Benchmark 1
Global Self-Awareness within the context of cultural humility	Articulates insights into own cultural rules and biases	Recognizes new perspectives about own cultural and biases and demonstrates considerable understanding of the complexity of other cultures	Identifies own cultural rules and biases and demonstrates partial understanding of complexity of other cultures	Show some awareness of own cultural rules and biases but uncomfortable with identifying possible cultural differences with others
Perspective Taking within the context of cultural humility	Demonstrates sophisticated understanding of inclusivity through cultural perspective taking; can distinguish cultural components that violate human rights	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems	Identifies components of other cultural perspectives but responds with own worldview. Beginning to become aware that misunderstandings can occur due to these differences but remain unable to negotiate a shared understanding	Demonstrates a beginning understanding of the complexity of other cultures
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems	Analyzes substantial understanding of multiple worldviews and beginning to engage in meaningful interaction with other cultures	Identifies some understanding of multiple worldviews but not yet able to engage in meaningful interactions with other cultures	Views the experiences of others but does so through own cultural perspective; remains unable to negotiate a shared understanding
Attitudes Curiosity	Asks complex questions about other cultures, seeks out and investigates answers that reflect multiple cultural perspectives	Asks increasingly complex questions about other cultures and investigates answers	Asks simple or surface questions about other cultures	Shows some interest in learning more about other cultures
Attitude Openness	Initiates and develops interactions with culturally different others and suspends judgment	Initiates and develop interactions with culturally different others and begins to suspend judgment	Expresses openness to most interactions with culturally different others, has trouble suspending judgment but expresses a willingness to change	Interacts with culturally different others and is unaware of own judgment

GENERAL EDUCATION STUDENT LEARNING OUTCOME: ETHICAL JUDGMENT AND INTEGRITY

The ability to draw responsible conclusions from ethical questions to guide personal conduct.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Ethical Issue Recognition	Student can recognize ethical issues when presented in a multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when presented in a multilayered (gray) context OR can recognize relationships among the issues.	Student can recognize basic and obvious ethical issues and partially grasps the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Understanding Different Ethical Perspectives/Concepts	Student names the perspectives/concepts, can present, and accurately explains the details of them.	Student can name the major perspectives/concepts she/ he uses, can present the gist of them, and partially explain its details.	Student can name the major perspectives/concepts she/he uses, and is only able to present the gist of them.	Student can name the major perspectives/concepts she/he uses.
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion have greater depth and clarity.	Student discusses core beliefs and the basis for their core beliefs.	Student states both core beliefs and or articulates the basis for the core beliefs.	Student states core beliefs partially or articulates the basis for the core beliefs.
Evaluation of Different Ethical Perspectives/Concepts	Student states positions, objections, assumptions, and implications of different ethical perspectives/ concepts. The student can reasonably defend against them and the student's defense is adequate and effective.	Student states a position and can states objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/ concepts, but the student's response is inadequate.	Student states a position, and can state objections to, assumptions and implications of different ethical perspectives/ concepts. Student does not respond to them or the response is of a more personal nature.	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/ concepts.
Application of Ethical Perspectives/Concepts*	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can accurately and independently (to a new example) apply ethical perspectives/concepts to an ethical question, but may partially consider the implications.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is incomplete.	Student can understand ethical perspectives/concepts and can apply them to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting). Student is unable to apply ethical perspectives/concepts independently (to a new example).
Conduct of Professional and Academic Integrity	Student can accurately and independently apply ethical knowledge into appropriate action in an academic or professional situation.	Student can accurately apply with support ethical knowledge into appropriate action in an academic or professional situation.	Student can understand the appropriate action in an academic or professional situation but cannot apply it.	Student can understand the appropriate action in an academic or professional situation but cannot apply it. Student can partially identify a course of action but cannot apply to academic or professional situation.

GENERAL EDUCATION STUDENT LEARNING OUTCOME: INFORMATION AND TECHNOLOGY LITERACY

The ability to utilize information and communications technology critically and effectively in a rapidly changing world.

INFORMATION LITERACY RUBRIC

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Identifies and accesses needed information	Independently identifies and accesses needed information.	Identifies and accesses needed information with minimal support and guidance.	Identifies and accesses needed information with support and guidance.	Attempts to identify and access needed information but requires significant or extensive support and assistance.
Critically evaluates information	Uses relevant and appropriate information from a variety of sources.	Uses information from a variety of sources, most of which are appropriate and relevant.	Uses information from a limited variety of sources, some of which are appropriate and relevant.	Uses information from a limited variety of sources, most of which are inappropriate and irrelevant.
Uses information effectively to achieve objectives	Uses information independently to meet all objectives.	Uses information with minimal support and guidance to meet most objectives.	Uses information with support and guidance to meet some objectives	Uses information with support and assistance but may meet few or no objectives.
Uses information in a responsible, ethical and legal manner	Uses information in a fully responsible, ethical, and legal manner.	Uses information in a mostly responsible, ethical, and legal manner.	Uses information with some awareness of how to do so in an ethical, responsible, and legal manner.	Uses information with minimal awareness of how to do so in an ethical, responsible, and legal manner.

TECHNOLOGY LITERACY RUBRIC

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Identifies and accesses needed technology	Independently identifies and navigates needed technology.	Identifies and navigates needed technology with minimal guidance.	Identifies and navigates needed technology with support and guidance.	Attempts to identify and navigate needed technology but requires significant or extensive support and assistance.
Shows ability to actively engage with new technology	Actively and independently engages with new technology.	Engages with new technology with minimal guidance.	Engages with new technology when required with support.	Attempts to engage with new technology when required with extensive support or assistance.
Uses technology effectively to achieve objectives	Uses technology independently to meet all objectives.	Uses technology with minimal guidance to meet most objectives.	Uses technology with support and guidance to meet some objectives.	Uses technology with support and assistance but may meet few or no objectives.
Uses technology in a responsible, ethical and legal manner	Uses technology in a fully responsible, ethical, and legal manner.	Uses technology in a mostly responsible, ethical, and legal manner.	Uses technology with some awareness of how to do so in an ethical, responsible, and legal manner.	Uses technology with minimal awareness of how to do so in an ethical, responsible, and legal manner.

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GENERAL EDUCATION STUDENT LEARNING OUTCOME: QUANTITATIVE LITERACY

The ability to utilize numerical data accurately and effectively to address real world problems.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Interpretation: Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.
Representation: Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.
Calculation	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.
Application / Analysis: Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for basic judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
Assumptions: Ability to make and evaluate important assumptions in estimation, modeling, and data analysis	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions.
Communication: Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)

GENERAL EDUCATION STUDENT LEARNING OUTCOME: TRANSDISCIPLINARITY

The ability to integrate knowledge and methods from different fields to address historical or contemporary questions.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Curiosity	Shows great interest in exploring new topics. Explores a topic in depth, yielding a rich awareness and/or little-known information. Shows interest in connecting to topics of interest raised by the original topic.	Shows regular interest in new topics. Explores a topic in depth, yielding insights and/or new information.	Shows interest in exploring new topics. Explores a topic in some depth, providing occasional insights.	Shows some interest in new topics. Explores a topic at surface level.
Integration of Prior Learning	Makes references to previous learning and applies new knowledge and skills creatively in new contexts.	Makes references to previous learning and applies that knowledge and those skills to new context.	Makes references to previous learning and extends that knowledge and those skills to new context.	Makes references to previous learning without generalizing to new context.
Connections to Discipline	Draws conclusions by synthesizing examples, facts, or theories from more than one field of study or perspective.	Connects examples, facts, or theories from more than one field of study or perspective and analyzes their relationships.	Connects examples, facts, or theories from more than one field of study or perspective.	Identifies examples, facts, or theories from more than one field of study or perspective.
Applying Methods and Knowledge	Adapts and applies knowledge or methods gained in one context to new contexts and synthesizes new findings in creative ways.	Adapts and applies knowledge or methods gained in one context to new contexts and analyzes new findings.	Applies knowledge or methods gained in one context in a new context for the purpose of identifying new areas of investigation.	Applies knowledge or methods gained in one context in a new context.
Embracing Contradictions	Integrates alternate, divergent, or contradictory perspectives or ideas in a novel or innovative way.	Incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory way.	Includes alternate, divergent, or contradictory perspectives or ideas in a descriptive way.	Acknowledges alternate, divergent, or contradictory perspectives or ideas.
Taking Risks	Actively seeks out untested directions and thinks independently and critically about new concepts.	Develops independent ideas and dares to share them in class and in assignments. Explores paths that are not tested for success.	Develops some independent ideas but adheres closely to provided information.	Stays strictly within guidelines and remembers what has been taught.