

Scoring Rubric for Assessment of LO 8: “Integrate, synthesize, and reflect on how the study of Communication prepares for life-long learning and active civic engagement in a diverse world.” (assessed by Reflection Essay, and other uploaded artifacts in the portfolio)

Some of the three dimensions may be assessed by students’ responses to more than one prompt, therefore read through the entire essay and then score

	Capstone (4)	Competent (3)	Developing (2)	Novice (1)
<p>First component addressed: Integration and synthesis of learning from course/major experiences in communication</p> <p>Identifies and draws insight from connections across disciplinary perspectives, knowledge and skills, and experiences, and connections across learning experiences in communication.</p>	<p>Synthesizes and/or draws conclusions by connecting specific and relevant examples, facts, and/or theories from more than one course, disciplinary area, or set of experiences within communication. Claims about the connections and one’s learning overall are clearly and persuasively supported by evidence referred to in the portfolio.</p>	<p>Connects and compares examples, facts, and/or theories from more than one field of course or disciplinary area, or set of experiences. Begins to draw conclusions among themes. Claims about the connections and one’s learning overall are supported by some concrete, relevant evidence referred to in the portfolio.</p>	<p>Connects examples, facts, and/or theories from more than one course or disciplinary area within communication, and some connection between one’s learning. Limited conclusions drawn and/or reference to specific claims or evidence.</p>	<p>Presents examples, facts, and/or theories from one or more courses and in broad terms reflects on one’s learning.. Claims/conclusions are not developed, nor is clear evidence presented. It may be that there are no relevant examples given in the portfolio as evidence.</p>
	Capstone (4)	Competent (3)	Developing (2)	Novice (1)
<p>Second component addressed: Understanding and reflection of communication in a diverse world.</p>	<p>Identifies multiple learning experiences to show how the student has deepened understanding in a range of areas and broadened their</p>	<p>Identifies at least one learning experience to show how the student has deepened understanding in at</p>	<p>Some connections are drawn between learning experiences and student’s insight about what it means to</p>	<p>Superficial discussion of connections between courses or claims about study of communication. No meaningful elaboration</p>

<p>Identifies and draws insight from connections to learning experiences about diverse and inclusive communication to own understanding of their role in what’s needed to engage in a diverse world.</p>	<p>point of view about engaging in a diverse world. Provides specific and relevant examples, facts, and/or theories from more than one course or set of experiences within communication to connect with their response about what is required/what it takes to engage successfully in a diverse world. Claims are clearly and persuasively supported by evidence referred to in the portfolio.</p>	<p>least one area and broadened their point of view about engaging in a diverse world. Provides a clear statement about how communication has played a role in their understanding of diversity/inclusion, and how their perceptions of their role has been shaped by this. Claims are supported by some concrete, relevant evidence referred to in the portfolio.</p>	<p>engage in a diverse world, but the discussion of the examples and/or “engagement with a diverse world” is fairly surface level. Limited conclusions drawn and/or reference to specific claims or evidence in portfolio..</p>	<p>about what it means to engage in a diverse world.</p> <p>It may be that no relevant examples are given in the portfolio as evidence.</p>
	<p>Capstone (4)</p>	<p>Competent (3)</p>	<p>Developing (2)</p>	<p>Novice (1)</p>
<p>LO 3 Component addressed: reflection and self-Assessment of impact of study of communication on lifelong learning and active civic engagement.</p> <p>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts, including professional, relationship, personal, and civic.</p>	<p>Identifies multiple or elaborated relevant and concrete learning experiences that show how the student has deepened understanding or broadened their sense of a future self or their priorities in terms of 1) their professional interests/role, 2) themselves as a person or in a relationship, and 3) themselves as a community member (engaged in broad</p>	<p>Identifies relevant, concrete learning experiences that show how the student has deepened understanding or broadened their sense of a future self or their priorities in terms of 1) their professional interests/role, 2) themselves as a person or in a relationship. Evidence provided for impact on themselves as</p>	<p>Some connections are drawn between learning experiences and the student’s emerging sense of their sense of a future self or their priorities in terms of 1) their professional interests/role, 2) themselves as a person or in a relationship or 3) as a community member (engaged in broad civic activity) may</p>	<p>Superficial discussion of connections between learning experiences in communication and how these have impacted student’s sense of themselves in any future role (1) their professional interests/role, 2) themselves as a person or in a relationship or 3) as a community member</p> <p>May be no relevant</p>

	<p>civic activity). All areas are well developed.</p> <p>Consistently demonstrates ability to reflect on and connect their experiences and to examine personal identity as a learner.</p> <p>Claims are clearly and persuasively supported by evidence referred to in the portfolio.</p>	<p>a community member (engaged in broad civic activity) may be less well developed or absent.</p> <p>Demonstrates ability to reflect on experiences and/or examine personal identity as a learner.</p> <p>Claims are supported by some concrete evidence referred to in the portfolio.</p>	<p>be less well developed or absent. The description of the connections and/or the future imaginings may be superficial, not clearly showing a depth of thought or engagement.</p> <p>Demonstrates emergent ability to reflect on experiences and/or examine personal identity as a learner.</p> <p>Limited conclusions drawn and/or reference to specific claims or evidence in portfolio.</p>	<p>examples given in the portfolio as evidence.</p>
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