



GEO Assessment: Now and In Your Future

At EPCC one way we check to see if we're doing our job is through assessing the classes in the General Education—those classes you're required to take outside of your field. We look to see whether our general education courses are preparing you to move on past the associate's level and into university and/or your profession. To do that, we use rubrics to look for the signs and evidence that support the claim that students are at a particular level with that objective.

Why the VALUE Rubrics Matter to You

The rubrics on the following pages are what we look at in English 1301, and the skills you learn in this course contribute to them. As you move through college and into your professional career, these are skills you should continue working on.

Remember that these rubrics represent *learning over years*, not simply semesters. Take a look at the beginning levels and the end goal, then as you move through courses and professional opportunities that involve these topics, do a check now and then to think about where you are, how the classes you're taking build on and add to your skills, and how you can improve.

The Technical Stuff—Just in Case You Want to Know

General Learning Outcomes (GEOs) are focused on looking at general education courses and they are required by the Texas Higher Education Coordinating Board (THECB). Locally, this is overseen by the Student Learning Outcomes office and are aimed at assessing learning outcomes students should obtain as a result of their general education/core curriculum experiences. These outcomes describe the foundational and transferrable learning a student acquires as they complete their General Education/Core Curriculum course work. (EPCC Learning Outcomes web page). As such, the curriculum focuses on the basic intellectual and social skills that students need for a general foundation in their college and professional life. At the end of the term these rubrics help us evaluate how those skills and abilities are achieved in our general education courses across the district.



TEAMWORK VALUE RUBRIC

Definition: Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.) *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 (Graduating Senior/Beginning Professional) | Milestones 3 2 | | Benchmark 1 (Entering Freshman) |
|--|--|--|--|--|
| Contributes to Team Meetings | Helps the team move forward by articulating the merits of alternative ideas or proposals. | Offers alternative solutions or courses of action that build on the ideas of others. | Offers new suggestions to advance the work of the group. | Shares ideas but does not advance the work of the group. |
| Facilitates the Contributions of Team Members | Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage. | Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others. | Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification. | Engages team members by taking turns and listening to others without interrupting. |
| Individual Contributions Outside of Team Meetings | Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence. | Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. | Completes all assigned tasks by deadline; work accomplished advances the project. | Completes all assigned tasks by deadline. |
| Fosters Constructive Team Climate | Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. | Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. | Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. | Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. |
| Responds to Conflict | Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness. | Identifies and acknowledges conflict and stays engaged with it. | Redirecting focus toward common ground, toward task at hand (away from conflict). | Passively accepts alternate viewpoints/ideas/opinions. |

WRITTEN COMMUNICATION VALUE RUBRIC

Definition: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

| | Capstone 4 (Graduating Senior/Beginning Professional) | Milestones 3 2 | | Benchmark 1 (Entering Freshman) |
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| Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i> | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). |
| Content Development | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. | Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. | Uses appropriate and relevant content to develop and explore ideas through most of the work. | Uses appropriate and relevant content to develop simple ideas in some parts of the work. |
| Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i> | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation | Attempts to use a consistent system for basic organization and presentation. |
| Sources and Evidence | Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the writing. |
| Control of Syntax and Mechanics | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually errorfree. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |

INQUIRY AND ANALYSIS VALUE RUBRIC

Definition: Inquiry is a systematic process of exploring issues/objects/works through the collection and analysis of evidence that result in informed conclusions/judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

| | Capstone 4 (Graduating Senior/Beginning Professional) | Milestones 3 2 | | Benchmark 1 (Entering Freshman) |
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| Topic selection | Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less explored aspects of the topic. | Identifies a focused and manageable/ doable topic that appropriately addresses relevant aspects of the topic. | Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic. | Identifies a topic that is far too general and wideranging as to be manageable and doable. |
| Existing Knowledge, Research, and/or Views | Synthesizes in-depth information from relevant sources representing various points of view/approaches. | Presents in-depth information from relevant sources representing various points of view/approaches. | Presents information from relevant sources representing limited points of view/approaches. | Presents information from irrelevant sources representing limited points of view/approaches. |
| Design Process | All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines. | Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for. | Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused. | Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework. |
| Analysis | Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus. | Organizes evidence to reveal important patterns, differences, or similarities related to focus. | Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities. | Lists evidence, but it is not organized and/or is unrelated to focus. |
| Conclusions | States a conclusion that is a logical extrapolation from the inquiry findings. | States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings. | States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings. | States an ambiguous, illogical, or unsupportable conclusion from inquiry findings. |
| Limitations and Implications | Insightfully discusses in detail relevant and supported limitations and implications. | Discusses relevant and supported limitations and implications. | Presents relevant and supported limitations and implications. | Presents limitations and implications, but they are possibly irrelevant and unsupported. |

ETHICAL REASONING VALUE RUBRIC

Definition: Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

| | Capstone 4 (Graduating Senior/Beginning Professional) | Milestones 3 2 | | Benchmark 1 (Entering Freshman) |
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| Ethical Self-Awareness | Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity. | Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs. | Student states both core beliefs and the origins of the core beliefs. | Student states either their core beliefs or articulates the origins of the core beliefs but not both. |
| Understanding Different Ethical Perspectives/ Concepts | Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used. | Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies. | Student can name the major theory she/he uses, and is only able to present the gist of the named theory. | Student only names the major theory she/he uses. |
| Ethical Issue Recognition | Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize crossrelationships among the issues. | Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp crossrelationships among the issues. | Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues. | Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships. |
| 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 independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application. | Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate. | Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.). |
| Evaluation of Different Ethical Perspectives/ Concepts | Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/ concepts, and the student's defense is adequate and effective. | Student states a position and can state the 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 the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.) | Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts. |