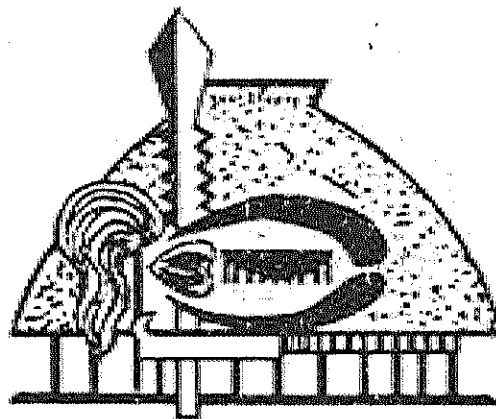


Student Learning Outcome Report Fall 2007—Summer 2008

Prepared by
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The Assessment Planning Committee developed 3 rubrics to assess student's learning outcomes. These instruments are: (1) Oral/Individual Presentation, (2) Group Presentation, and (3) Research Paper. (*see attached samples*) These instruments were used to assess the **Communication Skills** SLO for the Fall 2007, Spring 2008, and Summer 2008 semesters.

Fall 2007 was the 1st semester where the rubrics were introduced and implemented. Although there were 271 total courses offered, instructors were asked to select only one course out of their scheduled courses to employ the use of any of the 3 rubrics. Forty-six (46) rubrics were submitted at the end of the semester. The results were calculated in excel. (*see attachments for Fall 2007 assessment results*)

Spring 2008 semester, faculties were asked to employ at least 2 courses out of their scheduled courses to be assessed with the rubrics. During the development of the Fall 2007 assessment instruments, the English Language Institute (ELI) created a rubric more fitting for their developmental courses (course levels below 100). These became the "Essay Writing" and "Book Report" rubrics. The results for the Spring and Summer semesters were calculated in SPSS 16.0.

A few academic departments were exempted from implementing the standard rubric templates for assessment. The reason for that is because the criteria in the standard rubric template does not align with the criteria in which the student's learning output would be assessed in that particular course. The exempted academic departments included *Agriculture and Life Science, Fine Arts, Math, Nursing, Physical Education, Reserved Officers in Training Corps (ROTC), Science, and Trades & Technology*. It is the goal of the Assessment Committee to have all academic departments develop an instrument fitted for their program courses to collect data for assessment purposes.

Types of Rubrics

Three standard rubrics were developed and implemented starting in the Fall 2007 semester. They are: (1) Group Presentation, (2) Oral or Individual Presentation, and (3) Research Paper. All rubrics have the same rating scale of 0-4, but each have different performance criterion. Points of 0-1 indicates a *beginning* level learner, 2 points indicates *developing* level, 3 points indicates *accomplished* level, and finally 4 points indicates that the students level of learning is *exemplary*. The following are criterion in each assessment template.

Group Presentation

The first criterion is *Content or Objective(s)*. The measurement is on how well the content with relation to what the book or research is covering. Second criterion is how well was the *Presentation*. *Group Work* is also assessed. How well did the students use class time. *Time Management* assess if everyone in the group kept to the time management guidelines given. And finally, *Appearance*. How were the presenters dressed? Was it detracting or adding to the presentation?

Oral or Individual Presentation

The first criterion is *Organization*. Did the student organize his/her presentation well. Second is on *Subject Knowledge*, third on *Graphics and Using Other Methods of Presenting*, fourth is *Mechanics*, fifth is *Eye Contact*, and finally *Elocution*.

Mechanics are things such as spelling errors and/or grammatical errors. *Elocution* includes voice production (loudness or mumbles), and incorrect pronunciations.

Research Paper

The criterion for research papers are: (1) *Statement of the Topic and Thesis*; if the thesis statement is clear and explicitly stated and the reader can underline the thesis, (2) *Content*; if the content is related to and supports the topic or thesis, and if it is sufficient to support the topic, (3) *Organization*; if the organization is complete and logical with a progression of ideas leading to a conclusion, (4) *Language and Structure* is the usage of vocabulary with precision and its appropriateness. Writing expresses clarity and accuracy in information and grammar is error free, (5) *Resources* indicates if there are sufficient resources in the research paper, and finally (6) *Writing Format*, if the student is using APA/MLA style and citations and references are listed. Also if resources are correctly cited.

As mentioned earlier, the English Language Institute (ELI) department developed their own rubric or instrument more fitting to their developmental courses. These rubrics are, (1) *Essay Writing*, which examines the thesis statement/content, organization, spelling grammar, presentation, and timeline; and (2) *Book Report*, which examines the title page, introduction, main characters, setting, brief summary, turning point, outcome, spelling/grammar, originality, presentation, timeline, and recommendation. These two additional instruments uses the same point system as the standard instruments; 0-1 = Beginning, 2 pts = Developing, 3 pts = Accomplished, and 4 = Exemplary.

2008 Spring & Summer Semester Assessments

There were 260 courses offered during the Spring semester. Sixty-four fulltime faculties and 12 contracted adjunct faculties instructed during the semester. A total of 87 courses used the different forms of rubrics to assess the student's learning outcome.

In the summer, there were 95 total courses offered. This includes the 2 ASTEP summer sessions. There were 40 fulltime faculties and 7 contracted adjunct faculties. They were asked to assess all of their courses.

ASSESSMENT RESULTS

GROUP PRESENTATIONS

2008 Spring..... 20 courses

2008 Summer..... 10 courses

Descriptive Statistics

Criterion	N	Mean	Std. Deviation
Content or Objective	582	3.363	.8022
Subject Knowledge	582	3.277	.8527
Group Work	582	3.224	.8742
Time Management	582	3.157	.8582
Appearance	582	3.339	1.0951

A total of 582 students were assessed during the Spring and Summer 2008 semesters. Data collected suggested that each criterion in the *Group Presentation* assessment rates the SLO at the accomplished level of LO with the standard deviation of .8+ which places the rating at "developing" at the minimum and "exemplary" at the most.

RESEARCH PAPER

2008 Spring..... 23 courses
 2008 Summer..... 12 courses
 2008 Summer..... 2 courses were assessed with a non-standardized rubric instrument

Descriptive Statistics

	N	Mean	Std. Deviation
Statement of the Thesis	546	2.909	1.0410
Content	546	3.008	1.0222
Organization	546	2.948	1.0394
Language & Structure	546	2.848	1.0138
Resources	546	2.651	1.3054
Writing Format	246	2.260	1.3422

A total of 546 students were assessed during the Spring and Summer 2008 semesters using the *Research Paper* instrument. Data collected shows the mean in five of the six criterions rates the SLO at the mid-to-high level developmental stage of LO with the standard deviation of 1.0-1.3 scaling the rating to “beginning” at the minimum and “accomplished” at the most. The only criterion that rated at the accomplished-exemplary level is the content.

ORAL/INDIVIDUAL PRESENTATIONS

2008 Spring..... 32 courses
 2008 Summer..... 17 courses
 2008 Summer..... 1 course assessed with a non-standardized rubric instrument

Descriptive Statistics

	N	Mean	Std. Deviation
Organization	657	3.363	.9019
Subject Knowledge	657	3.305	.8707
Graphics	657	2.728	1.4000
Mechanics	657	2.843	1.2621
Eye Contact	657	3.061	1.0038
Elocution	657	3.283	.9028

A total of 657 students were assessed during the Spring and Summer 2008 semesters using the *Oral/Individual Presentation* instrument. Data collected shows the mean in 4 of the 6 criteria rates the SLO at the mid-to-low level accomplished stage of LO with the standard deviation of .8-1.0 scaling the rating to “developing” at the minimum and “exemplary” at the most. Two other criteria rated at the beginning-accomplished level.

ESSAY WRITING

2008 Spring..... 6 courses
 2008 Summer..... 13 courses

Descriptive Statistics

	N	Mean	Std. Deviation
Thesis Statement / Content	407	2.95	1.216
Organization	407	2.98	1.223
Essay Structure	313	3.19	1.204
Spelling / Grammar	407	2.45	1.245
Presentation	407	3.14	1.211
Timeline	407	3.56	1.166
Recommendations	76	2.55	1.473
Valid N (listwise)	51		

A total of 127 assessments were collected during the Spring semester while 282 assessments were collected in the Summer. Some of the data collected were inconsistent between courses because not all faculties used all criteria identified on the instruments. An example is the *recommendation* criteria, only 76 assessments were made on the student’s ability to give recommendation while 331 students were not assessed on recommendations. If we exclude the last criteria, we can conclude that the overall mean for Essay Writing assessment rates between mid-high level accomplished and exemplary.

BOOK REPORT

2008 Spring..... 6 courses

2008 Summer..... 6 course

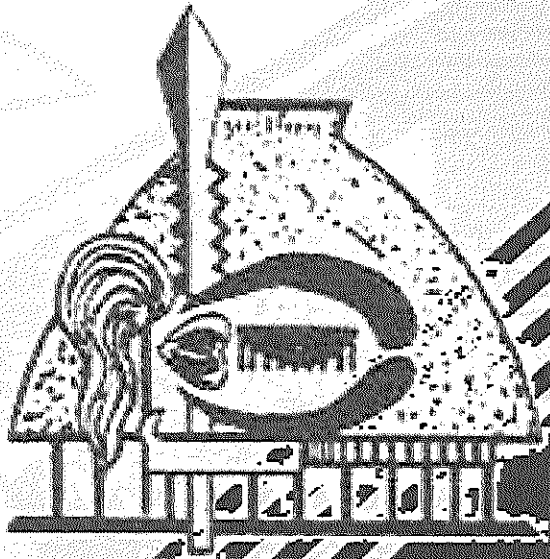
Descriptive Statistics

	N	Mean	Std. Deviation
Title Page	240	2.90	1.303
Introduction	240	2.89	1.312
Main Characters	240	3.01	1.289
Setting	216	2.93	1.338
Brief Summary	240	2.77	1.301
Turning Point	216	2.68	1.259
Outcome	240	2.74	1.281
Spelling / Grammar	240	2.70	1.180
Originality	240	2.95	1.299
Presentation	240	3.01	1.310
Timeline	216	3.19	1.379
Recommendation	192	2.09	1.691

A total of 89 assessments were collected during the Spring semester while 156 assessments were collected in the Summer. Some of the data collected were inconsistent between courses because not all faculties used all criteria identified on the instruments. An example is the *recommendation* criteria, 192 assessments were made on the student's ability to give recommendation while 53 students were not assessed on recommendations. If we exclude the last criteria, we can conclude that the overall mean for Book Report assessment rates between mid-high level accomplished and exemplary.

AMERICAN
SAMOA
COMMUNITY
COLLEGE

AMERICAN REPORT Using Rubrics



FALL 2007
SEMESTER

AMERICAN SAMOA COMMUNITY COLLEGE
Assessment Planning Committee
Participating Courses to Articulation Rubrics

#	COURSE ALPHA	SEC	TITLE	DAYS	TIME	CR	ROOM	INSTRUCTOR	PRESENTATION (Individual)	GROUP PRESENTATION	RESEARCH (Individual)	RESEARCH (Group)
BUSINESS EDUCATION												
1	ACC 150	01	College Accounting I	MWF	12:00 - 12:50	3	20	NLEFITI	14			
2	ACC 210	01	Payroll & Income Tax Preparation	TR	11:00 - 12:20	3	A40	NLEFITI	10			
3	BUS 102	01	Business Math	MWF	10:00 - 10:50	3	20	FFAATOAFE	18			
4	BUS 200	01	Financial Math	MWF	9:00 - 9:50	3	23	FFAATOAFE	19			
5	BUS 225	01	Business Communication	TR	11:00 - 12:20	3	23	FFAATOAFE	16			
6	BUS 260	01	Business Law	MWF	1:00 - 1:50	3	23	LLAMYUEN				
7	ECO 250	01	Principles of Macro Economics	TR	8:00 - 9:20	3	20	LLAMYUEN				
8	ECO 251	01	Principles of Micro Economics	TR	2:00 - 3:20	3	20	LLAMYUEN				
9	MGT 250	01	Principles of Management	MWF	8:00 - 8:50	3	20	LLAMYUEN				
10	MKT 200	01	Retailing	TR	9:30 - 10:50	3	23	FFAATOAFE	15			
11	MKT 206	01	Advertising	MW	2:00 - 3:20	3	23	LLAMYUEN				
FINE ART												
1	ART 160	01	Design Fundamentals	TR	11:00 - 12:20	3	B8	RMEREDITH				
2	ART 170	01	Drawing	MWF	10:30 - 11:50	3	B8	RMEREDITH				
3	ART 180	01	Ceramic Sculpture	TR	9:30 - 10:50	3	B8	RMEREDITH				
4	DRA 150	01	Introduction to Drama	MWF	10:00 - 10:50	3	29	CGALLACE				
5	DRA 151	01	Drama Workshop	TR	2:30 - 3:50	3	29	CGALLACE				
6	DRA 250	01	Acting One	MWF	12:00 - 12:50	3	29	CGALLACE				
7	MUS 145	01	Beginning Bands	MWF	9:00 - 9:50	1	30	NPPOUESI				
8	MUS 160	01	Music Literature	TR	11:00 - 12:20	3	A35	KTUIASOSOPO	10		9	
9	MUS 161	01	Music History I	MWF	9:00 - 9:50	3	29	KTUIASOSOPO	11		12	
10	MUS 170	01	Concert Choir	MWF	12:00 - 12:50	3	30	NPPOUESI				
11	SPH 153	01	Introduction to Speech	TR	08:00 - 9:20	3	29	KKOLHOFF				
HEALTH & HUMAN SERVICES												
1	ED 150	35	Introduction to Teaching	TR	2:30 - 4:50	3	8	RPATO	19	5		
2	HEA 150	01	Intro. to Health Science	MWF	3:00 - 3:50	3	19	DCHANG	11			
3	HEA 151	01	Medical Terminology	TR	4:00 - 5:20	3	19	DCHANG	16			
4	HSV 250	01	Survey of Substance Abuse Problems	MWF	1:00 - 1:50	3	20	RPATO	6			
5	NUT 150	01	Nutrition	MWF	4:00 - 4:50	3	A40	DCHANG	21			
6	PSY 250	15	Human Development	MWF	4:00 - 5:50	4	27	RPATO		11		
TEACHER EDUCATION												
1	ED 150	01	Introduction to Teaching	MWF	12:00 - 12:50	3	19	SLEOMITI		5		5
2	ED 150	02	Introduction to Teaching	MWF	12:00 - 12:50	3	TE1	LPURCELL	14		13	

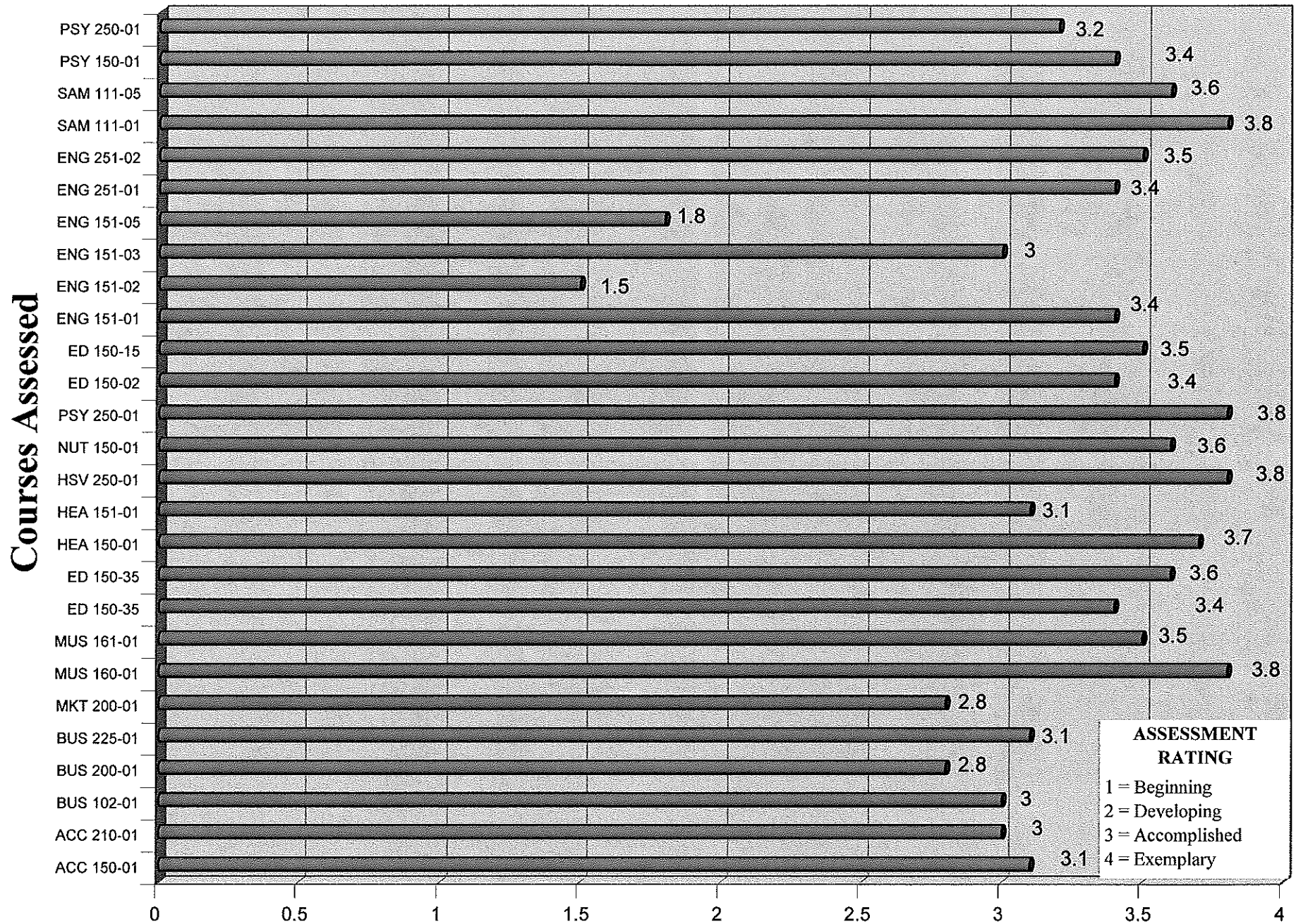
AMERICAN SAMOA COMMUNITY COLLEGE
 Assessment Planning Committee
 Participating Courses to Articulation Rubrics

#	COURSE ALPHA	SEC	TITLE	DAYS	TIME	CR	ROOM	INSTRUCTOR	PRESENTATION (Individual)	GROUP PRESENTATION	RESEARCH (Individual)	RESEARCH (Group)
3	ED 150	15	Introduction to Teaching	TR	2:30 - 4:50	3	TE1	LSCANLAN	10			
4	ED 157	01	Intro. to Elem. Curr. & Instruction	TR	11:00 - 12:20	3	TE1	SLEOMITI		14		
LANGUAGE & LITERATURE												
1	ENG 151	01	Freshmen Composition	MWF	08:00 - 08:50	3	27	MFIAUI	19		21	
2	ENG 151	02	Freshmen Composition	MWF	11:00 - 11:50	3	27	VMATUU	19			
3	ENG 151	03	Freshmen Composition	MWF	02:00 - 02:50	3	27	LPURCELL	34		28	
4	ENG 151	05	Freshmen Composition	TR	11:00 - 12:20	3	26	VMATUU	29			
5	ENG 251	01	Sophomore Composition	MWF	09:00 - 09:50	3	27	DKEAHEY	23		23	
6	ENG 251	02	Sophomore Composition	MWF	01:00 - 01:50	3	27	DKEAHEY	20			
SAMOAN STUDIES												
1	SAM 111	01	Introduction to Samoan Language	MWF	8:00 - 8:50	3	8	EFELETI	26			
2	SAM 111	05	Introduction to Samoan Language	TR	8:00 - 9:20	3	8	EFELETI	13			
3	SAM 151	15	Freshman Samoan Composition	MWF	4:00 - 5:20	3	9	ANUUSILA			13	
SOCIAL SCIENCE												
1	PSY 150	01	Intro. to Psychology	TR	8:00 - 9:20	3	10	IHELSHAM		14	4	
2	PSY 250	01	Human Development	TR	11:00 - 12:50	4	8	DBELL		20		
3	GEO 160	01	Introduction to Geography	MWF	12:00 - 12:50	3	7	TTAGO			23	
4	POL 220	01	Pacific Current Affairs	MWF	12:00 - 12:50	3	9	LTEMESE		51		
5	POL 170	01	Intro. to Public Policy	MWF	2:00 - 2:50	3	9	EZODIACAL			23	
6	POL 251	01	International Relations	MWF	11:00 - 11:50	3	9	EZODIACAL			8	
7	HIS 170	01	World Civilization I	MWF	8:00 - 8:50	3	10	RBAKER				14
8	HIS 171	01	World Civilization II	MWF	3:00 - 3:50	3	10	RBAKER				14
9	HIS 151	01	American History II	MWF	1:00 - 1:50	3	10	RBAKER				16
10	HIS 150	01	American History I	MWF	10:00 - 10:50	3	7	RBAKER				14
TOTAL RUBRICS:									393	120	177	63

Total Courses:	51	Rubrics:	
Courses submitted rubrics:	46	Individual Presentation	23
		Group Presentation	7
		Individual Research	11
		Group Research	5

#	COURSE ALPHA	SEC	INSTRUCTOR	Total Points	Retainage %	Est. Mean	
BUSINESS EDUCATION							
1	ACC 150	01	NLEFITI	219	65%	3.1	Oral Presentation
2	ACC 210	01	NLEFITI	164	68%	3.0	Oral Presentation
3	BUS 102	01	FFAATOAFE	295	68%	3.0	Oral Presentation
4	BUS 200	01	FFAATOAFE	317	70%	2.8	Oral Presentation
5	BUS 225	01	FFAATOAFE	304	79%	3.1	Oral Presentation
6	MKT 200	01	FFAATOAFE	262	73%	2.6	Oral Presentation
FINE ART							
1	MUS 160	01	KTUIASOSOPO	219	91%	3.8	Oral Presentation
2	MUS 160	01	KTUIASOSOPO	143	79%	3.2	Research
3	MUS 161	01	KTUIASOSOPO	230	87%	3.5	Oral Presentation
4	MUS 161	01	KTUIASOSOPO	209	87%	3.4	Research
HEALTH & HUMAN SERVICES							
1	ED 150	35	RPATO	415	91%	3.8	Oral Presentation
2	ED 150	35	RPATO	88	88%	3.6	Grp Presentation
3	HEA 150	01	DCHANG	240	91%	3.7	Oral Presentation
4	HEA 151	01	DCHANG	285	89%	3.1	Oral Presentation
5	HSV 250	01	RPATO	133	92%	3.8	Oral Presentation
6	NUT 150	01	DCHANG	371	88%	3.6	Oral Presentation
7	PSY 250	15	RPATO	205	93%	3.8	Grp Presentation
TEACHER EDUCATION							
1	ED 150	01	SLEOMITI	*	*	*	Special rubrics
2	ED 150	02	LPURCELL	267	79%	3.4	Oral Presentation
3	ED 150	02	LPURCELL	213	82%	3.0	Research
4	ED 150	15	LSCANLAN	209	87%	3.5	Oral Presentation
5	ED 157	01	SLEOMITI	*	*	*	Special rubrics
LANGUAGE & LITERATURE							
1	ENG 151	01	MFIAUI	367	80%	3.4	Oral Presentation
2	ENG 151	01	MFIAUI	164	74%	3.0	Research
3	ENG 151	02	VMATUU	156	51%	1.5	Oral Presentation
4	ENG 151	03	LPURCELL	469	57%	3.0	Oral Presentation
5	ENG 151	03	LPURCELL	482	86%	4.0	Research
6	ENG 151	05	VMATUU	307	66%	1.8	Oral Presentation
7	ENG 251	01	DKEAHEY	390	84%	3.4	Oral Presentation
8	ENG 251	01	DKEAHEY	194	81%	3.0	Research
9	ENG 251	02	DKEAHEY	337	84%	3.5	Oral Presentation
SAMOAN STUDIES							
1	SAM 111	01	EFELETI	491	94%	3.8	Oral Presentation
2	SAM 111	05	EFELETI	233	90%	3.6	Oral Presentation
3	SAM 151	15	ANUUSILA	168	65%	2.7	Research
SOCIAL SCIENCE							
1	GEO 160	01	TTAGO	*	*	*	Special rubrics
2	HIS 150	01	RBAKER	688	78%	3.2	Research
3	HIS 151	01	RBAKER	241	75%	3.1	Research
4	HIS 170	01	RBAKER	927	85%	3.5	Research
5	HIS 151	01	RBAKER	241	75%	3.1	Research
6	PSY 150	01	IHELSHAM	242	86%	3.4	Oral Presentation
7	PSY 150	01	IHELSHAM	60	75%	3.3	Research
8	PSY 250	01	DBELL	320	80%	3.2	Oral Presentation
9	POL 170	01	EZODIACAL	266	58%	2.4	Research
10	POL 220	01	LTEMESE	*	*	*	Special rubrics
11	POL 251	01	EZODIACAL	112	70%	3.0	Research

Oral & Group Presentations



	<i>Content or Objective</i>	<i>Presentation</i>	<i>Group Work</i>	<i>Time Management</i>	<i>Appearance</i>	Total Points	%	Mean
ED 150/150P-35						Instructor: Mrs. Rosevonne Pato		
Classroom Mgt	4	4	3	3	4	18	90%	3.6
Group2	3	3	3	3	3	15	75%	3.0
Classroom Mgt2	4	4	3	4	4	19	95%	3.8
Group4	3	3	3	3	4	16	80%	3.2
Classroom Mgt3	4	4	4	4	4	20	100%	4.0
AVERAGE:	4	4	3	3	4	88	88%	3.6
TOTAL SCORES:	18	18	16	17	19			
MEAN:	3.6	3.6	3.2	3.4	3.8			
	90%	90%	80%	85%	95%			

	<i>Content or Objective</i>	<i>Presentation</i>	<i>Group Work</i>	<i>Time Management</i>	<i>Appearance</i>	Total Points	%	Mean
ED 157/157P-01						Instructor: Mr. Sonny Leomiti		
3212.ED1571.01	3	3	3	3	4	16	80%	3.2
3212.ED1571.02	4	3	4	4	4	19	95%	3.8
3212.ED1571.03	4	4	4	4	4	20	100%	4.0
3212.ED1571.04	4	3	4	4	4	19	95%	3.8
3212.ED1571.05	4	3	3	3	4	17	85%	3.4
3212.ED1571.06	4	4	4	4	4	20	100%	4.0
3212.ED1571.07	4	4	4	4	4	20	100%	4.0
3212.ED1571.08	4	4	4	4	4	20	100%	4.0
3212.ED1571.09	4	3	4	1	4	16	80%	3.2
3212.ED1571.10	4	4	4	4	4	20	100%	4.0
3212.ED1571.11	4	4	4	4	4	20	100%	4.0
3212.ED1571.12	3	2	4	2	4	15	75%	3.0
3212.ED1571.13	4	4	4	4	4	20	100%	4.0
3212.ED1571.14	4	4	4	4	4	20	100%	4.0
AVERAGE:	4	4	4	4	4	262	94%	4.0
TOTAL SCORES:	54	49	54	49	56			
MEAN:	3.9	3.5	3.9	3.5	4.0			
	96%	88%	96%	88%	100%			

	<i>Content or Objective</i>	<i>Presentation</i>	<i>Group Work</i>	<i>Time Management</i>	<i>Appearance</i>	Total Points	%	Mean
PSY 150-01						Instructor: Dr. Irene T. Helsham		
Obesity	4	3	3	3	4	17	85%	3.4
Workaholic	2	3	3	3	4	15	75%	3.0
Teen Pregnancy	4	2	3	3	3	15	75%	3.0
Child Abuse	4	4	3	3	3	17	85%	3.4
Alcohol	4	4	4	4	4	20	100%	4.0
War Opposition	4	3.5	3.5	3	3	17	85%	3.4
Love & Suicide	4	4	2	4	4	18	90%	3.6
Green Group	4	4	3.5	3.5	4	19	95%	3.8
Hypnosis & Drugs	4	3.5	4	4	2	17.5	88%	3.5
Emotions	4	3	3	3	4	17	85%	3.4
Thought & Module Language	4	3	2	4	3	16	80%	3.2
Yellow Group	4	4	4	3	4	19	95%	3.8
Blue Group	4	3	3	3	4	17	85%	3.4
Mood Disorders	3	3	3	4	4	17	85%	3.4
AVERAGE:	4	3	3	3	4	242	86%	3.4
TOTAL SCORES:	53	47	44	48	50			
MEAN:	3.8	3.4	3.1	3.4	3.6			
	95%	84%	79%	85%	89%			

	<i>Content or Objective</i>	<i>Presentation</i>	<i>Group Work</i>	<i>Time Management</i>	<i>Appearance</i>	Total Points	%	Mean
PSY 250-15						Instructor: Mrs. Rosevonne Pato		
Alzheimers & Depression	4	3	4	4	4	19	95%	3.8
Adolescence in Trouble	4	4	3	3	4	18	90%	3.6
Influence on Student Achievement	4	4	4	4	3	19	95%	3.8
Intimate relationships	4	4	4	4	4	20.0	100%	4.0
Sexuality Issues	4	4	3	3	4	18	90%	3.6
Ethnic factors in Identifying Samoan Adolescence	4	4	3	3	4	18	90%	3.6
Families in Trouble	4	4	4	4	4	20	100%	4.0
Learning Problems	4	4	4	3	4	19	95%	3.8
Issues on Adolescence	4	4	4	4	4	20	100%	4.0
Brain Reflex	4	3	4	3	3	17	85%	3.4
Setting, Attendants & methods	4	3	3	3	4	17	85%	3.4
AVERAGE:	4	4	4	3	4	205	93%	3.8
TOTAL SCORES:	44	41	40	38	42			
MEAN:	4.0	3.7	3.6	3.5	3.8			
	100%	93%	91%	86%	95%			

	<i>Content or Objective</i>	<i>Presentation</i>	<i>Group Work</i>	<i>Time Management</i>	<i>Appearance</i>	Total Points	%	Mean
PSY 250-01						Instructor: Mr. Demond Bell		
3149-PSY2501.01	2	3	2	2	3	12	60%	2.4
3149-PSY2501.02	2	3	2	3	4	14	70%	2.8
3149-PSY2501.03	4	4	4	4	4	20	100%	4.0
3149-PSY2501.04	3	3	3	2	4	15	75%	3.0
3149-PSY2501.05	4	3	3	4	4	18	90%	3.6
3149-PSY2501.06	3	3	4	4	4	18	90%	3.6
3149-PSY2501.07	2	3	4	3	3	15	75%	3.0
3149-PSY2501.08	3	3	3	3	4	16	80%	3.2
3149-PSY2501.09	3	4	3	4	2	16	80%	3.2
3149-PSY2501.10	4	4	4	4	4	20	100%	4.0
3149-PSY2501.11	3	3	2	3	3	14	70%	2.8
3149-PSY2501.12	3	2	3	2	2	12	60%	2.4
3149-PSY2501.13	3	3	2	3	3	14	70%	2.8
3149-PSY2501.14	4	3	4	4	4	19	95%	3.8
3149-PSY2501.15	4	3	3	3	4	17	85%	3.4
3149-PSY2501.16	3	3	3	3	3	15	75%	3.0
3149-PSY2501.17	4	3	4	4	3	18	90%	3.6
3149-PSY2501.18	3	3	3	3	0	12	60%	2.4
3149-PSY2501.19	3	3	4	3	3	16	80%	3.2
3149-PSY2501.20	4	4	4	4	3	19	95%	3.8
AVERAGE:	3	3	3	3	3	320	80%	3.2
TOTAL SCORES:	64	63	64	65	64			
MEAN:	3.2	3.2	3.2	3.3	3.2			
	80%	79%	80%	81%	80%			

	<i>Content or Objective</i>	<i>Presentation</i>	<i>Group Work</i>	<i>Time Management</i>	<i>Appearance</i>	Total Points	%	Mean
SAM 111-01						Instructor: Mr. Evile Feleti		
3178-SAM1111-01	4	4	4	4	4	20	100%	4.0
3178-SAM1111-02	4	4	4	4	4	20	100%	4.0
3178-SAM1111-03	4	4	3	4	4	19	95%	3.8
3178-SAM1111-04	4	4	3	4	4	19	95%	3.8
3178-SAM1111-05	4	4	3	3	4	18	90%	3.6
3178-SAM1111-06	4	4	4	4	3	19	95%	3.8
3178-SAM1111-07	4	4	4	4	4	20	100%	4.0
3178-SAM1111-08	4	4	4	4	4	20	100%	4.0

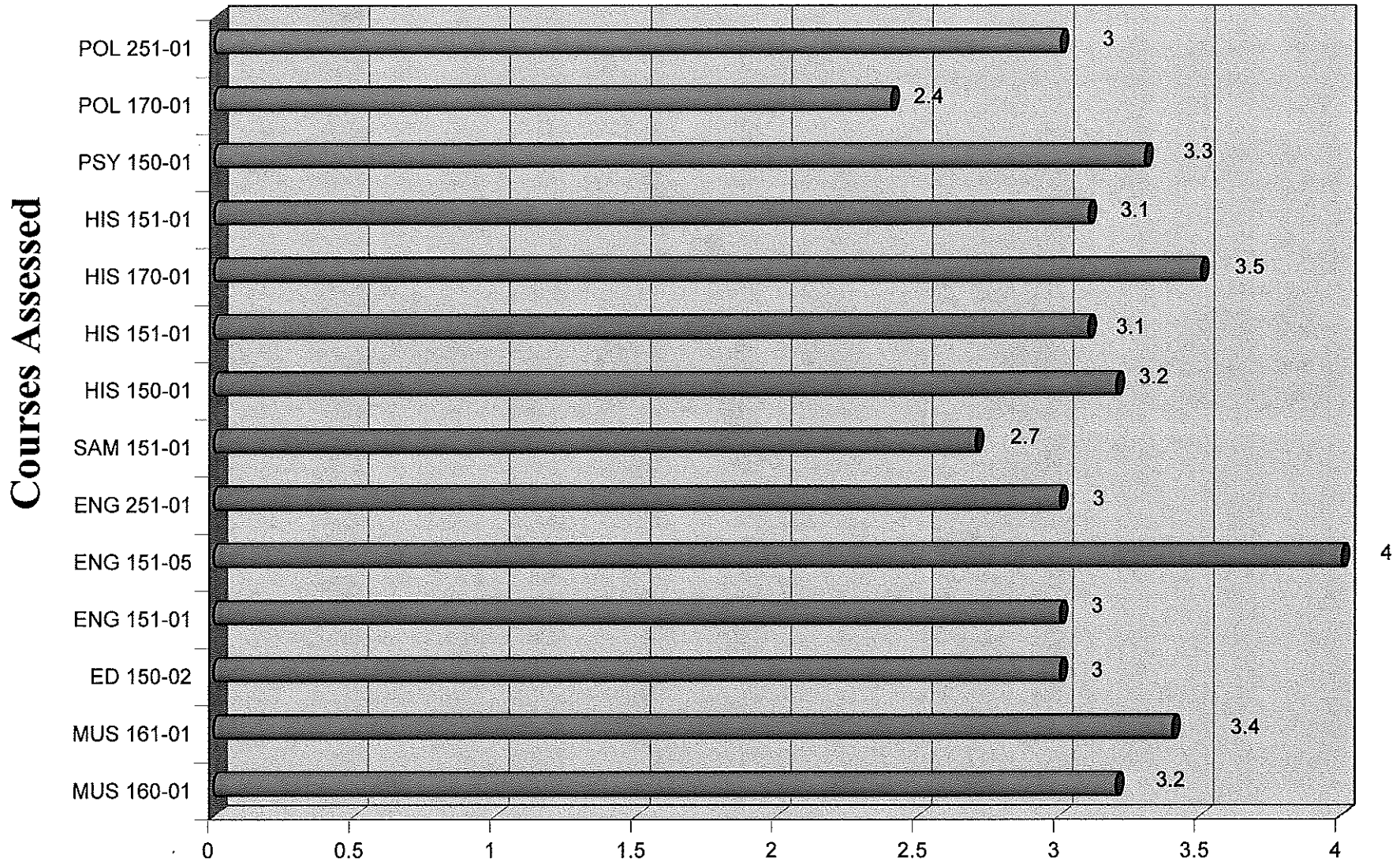
	<i>Content or Objective</i>	<i>Presentation</i>	<i>Group Work</i>	<i>Time Management</i>	<i>Appearance</i>	Total Points	%	Mean
3178-SAM1111-09	4	4	3	4	4	19	95%	3.8
3178-SAM1111-10	3	4	4	4	4	19	95%	3.8
3178-SAM1111-11	3	4	4	2	3	16	80%	3.2
3178-SAM1111-12	3	4	4	4	4	19	95%	3.8
3178-SAM1111-13	4	4	4	4	4	20	100%	4.0
3178-SAM1111-14	4	4	4	4	4	20	100%	4.0
3178-SAM1111-15	4	4	3	3	4	18	90%	3.6
3178-SAM1111-16	4	4	4	4	4	20	100%	4.0
3178-SAM1111-17	4	4	4	4	4	20	100%	4.0
3178-SAM1111-18	4	0	4	4	4	16	80%	3.2
3178-SAM1111-19	4	4	4	4	4	20	100%	4.0
3178-SAM1111-20	3	3	4	3	4	17	85%	3.4
3178-SAM1111-21	4	3	4	4	4	19	95%	3.8
3178-SAM1111-22	3	4	4	3	4	18	90%	3.6
3178-SAM1111-23	4	4	4	3	4	19	95%	3.8
3178-SAM1111-24	4	3	4	4	4	19	95%	3.8
3178-SAM1111-25	4	3	4	4	3	18	90%	3.6
3178-SAM1111-26	4	4	4	4	3	19	95%	3.8
AVERAGE:	4	4	4	4	4	491	94%	3.8
TOTAL SCORES:	99	96	99	97	100			
MEAN:	3.8	3.7	3.8	3.7	3.8			
	95%	92%	95%	93%	96%			

SAM 111-05

Instructor: Mr. Evile Feleti

3178-SAM1115.01	4	4	4	4	4	20	100%	4.0
3178-SAM1115.02	4	4	3	4	4	19	95%	3.8
3178-SAM1115.03	3	4	4	4	4	19	95%	3.8
3178-SAM1115.04	3	3	4	4	4	18	90%	3.6
3178-SAM1115.05	4	3	4	3	3	17	85%	3.4
3178-SAM1115.06	3	4	4	3	4	18	90%	3.6
3178-SAM1115.07	3	4	3	3	4	17	85%	3.4
3178-SAM1115.08	3	4	3	3	4	17	85%	3.4
3178-SAM1115.09	4	4	4	4	4	20	100%	4.0
3178-SAM1115.10	3	3	3	3	3	15	75%	3.0
3178-SAM1115.11	4	4	4	3	4	19	95%	3.8
3178-SAM1115.12	4	4	4	4	4	20	100%	4.0
3178-SAM1115.13	3	3	2	2	4	14	70%	2.8
AVERAGE:	3	4	4	3	4	233	90%	3.6
TOTAL SCORES:	45	48	46	44	50			
MEAN:	3.5	3.7	3.5	3.4	3.8			
	87%	92%	88%	85%	96%			

Group & Individual Research



Assessment Rating:

(1) Beginning (2) Developing (3) Accomplished (4) Exemplary

	<i>Organization</i>	<i>Subject Knowledge</i>	<i>Graphics</i>	<i>Mechanics</i>	<i>Eye Contact</i>	<i>Elocution</i>	Total Points	%	Mean
ACC 150-01							Instructor: Mrs. Norma Lefiti		
3055-150.01	4	4	0	2	3	3	16	67%	2.7
3055-150.02	4	3	0	3	2	3	15	63%	2.5
3055-150.03	0	0	0	0	0	0	0	0%	0.0
3055-150.04	0	0	0	0	0	0	0	0%	0.0
3055-150.05	3	3	0	3	3	3	15	63%	2.5
3055-150.06	4	4	0	4	4	4	20	83%	3.3
3055-150.07	4	4	0	4	4	4	20	83%	3.3
3055-150.08	4	4	0	3	3	4	18	75%	3.0
3055-150.09	4	4	0	4	4	4	20	83%	3.3
3055-150.10	4	4	0	4	4	4	20	83%	3.3
3055-150.11	4	4	0	4	4	4	20	83%	3.3
3055-150.12	4	4	0	4	4	4	20	83%	3.3
3055-150.13	4	3	0	3	3	3	16	67%	2.7
3055-150.14	4	4	0	4	4	3	19	79%	3.2
AVERAGE:	3	3	0	3	3	3			
TOTAL SCORES:	47	45	0	42	42	43	219	65%	3.1
MEAN:	3.4	3.2	0.0	3.0	3.0	3.1			
	84%	80%	0%	75%	75%	77%			

	<i>Organization</i>	<i>Subject Knowledge</i>	<i>Graphics</i>	<i>Mechanics</i>	<i>Eye Contact</i>	<i>Elocution</i>	Total Points	%	Mean
ACC 210-01							Instructor: Mrs. Norma Lefiti		
3055-210.01	4	3	3	3	4	3	20	83%	3.3
3055-210.02	3	3	3	3	3	2	17	71%	2.8
3055-210.03	4	3	3	3	3	3	19	79%	3.2
3055-210.04	3	3	3	3	3	3	18	75%	3.0
3055-210.05	3	3	3	2	4	3	18	75%	3.0
3055-210.06	2	2	3	3	3	3	16	67%	2.7
3055-210.07	3	3	3	3	4	4	20	83%	3.3
3055-210.08	3	3	3	3	3	3	18	75%	3.0
3055-210.09	0	0	0	0	0	0	0	0%	0.0
3055-210.10	3	3	3	3	3	3	18	75%	3.0
AVERAGE:	3	3	3	3	3	3			
TOTAL SCORES:	28	26	27	26	30	27	164	68%	3.0
MEAN:	2.0	1.9	1.9	1.9	2.1	1.9			
	70%	65%	68%	65%	75%	68%			

	<i>Organization</i>	<i>Subject Knowledge</i>	<i>Graphics</i>	<i>Mechanics</i>	<i>Eye Contact</i>	<i>Elocution</i>	Total Points	%	Mean
BUS 102-01							Instructor: Dr. Faofua Fa'atoafe		
3059-102.01	2	3	2	1	2	2	12	50%	2.0
3059-102.02	3	3	4	3	3	4	20	83%	3.3
3059-102.03	1	3	1	2	3	3	13	54%	2.2
3059-102.04	1	3	3	2	3	3	15	63%	2.5
3059-102.05	3	3	3	3	3	3	18	75%	3.0
3059-102.06	3	3	3	3	3	4	19	79%	3.2
3059-102.07	3	3	1	2	2	3	14	58%	2.3
3059-102.08	3	3	3	3	4	4	20	83%	3.3
3059-102.09	2	2	2	1	2	2	11	46%	1.8
3059-102.10	3	4	4	3	4	3	21	88%	3.5
3059-102.11	1	3	1	2	2	3	12	50%	2.0
3059-102.12	4	4	1	3	3	3	18	75%	3.0
3059-102.13	3	3	3	3	3	3	18	75%	3.0
3059-102.14	3	3	3	3	4	3	19	79%	3.2
3059-102.15	4	4	4	4	4	4	24	100%	4.0
3059-102.16	4	4	3	4	4	3	22	92%	3.7

	<i>Organization</i>	<i>Subject Knowledge</i>	<i>Graphics</i>	<i>Mechanics</i>	<i>Eye Contact</i>	<i>Elocution</i>	Total Points	%	Mean
3059-102.17	1	2	2	2	1	3	11	46%	1.8
3059-102.18	1	1	1	2	1	2	8	33%	1.3
AVERAGE:	3	3	2	3	3	3			
TOTAL SCORES:	45	54	44	46	51	55	295	68%	3.0
MEAN:	3.2	3.9	3.1	3.3	3.6	3.9			
	63%	75%	61%	64%	71%	76%			

BUS 200-01

Instructor: Dr. Faofua Fa'atoafe

3059-200.01	2	3	4	2	3	3	17	71%	2.8
3059-200.02	3	3	3	3	4	4	20	83%	3.3
3059-200.03	4	4	4	3	4	3	22	92%	3.7
3059-200.04	3	4	4	3	4	3	21	88%	3.5
3059-200.05	3	3	3	3	3	2	17	71%	2.8
3059-200.06	3	2	1	2	3	3	14	58%	2.3
3059-200.07	4	3	2	2	3	3	17	71%	2.8
3059-200.08	3	2	1	2	2	2	12	50%	2.0
3059-200.09	4	4	4	4	4	4	24	100%	4.0
3059-200.10	4	3	4	2	3	3	19	79%	3.2
3059-200.11	4	4	4	4	4	4	24	100%	4.0
3059-200.12	3	3	3	3	4	3	19	79%	3.2
3059-200.13	3	3	3	3	2	3	17	71%	2.8
3059-200.14	4	4	4	4	3	3	22	92%	3.7
3059-200.15	3	3	3	3	3	2	17	71%	2.8
3059-200.16	4	4	4	4	3	3	22	92%	3.7
3059-200.17	1	2	1	4	2	3	13	54%	2.2
3059-200.18	0	0	0	0	0	0	0	0%	0.0
3059-200.19	0	0	0	0	0	0	0	0%	0.0
AVERAGE:	3	3	3	3	3	3			
TOTAL SCORES:	55	54	52	51	54	51	317	70%	2.8
MEAN:	3.9	3.9	3.7	3.6	3.9	3.6			
	72%	71%	68%	67%	71%	67%			

BUS 225-01

Instructor: Dr. Faofua Fa'atoafe

3059-225.01	3	4	4	3	3	4	21	88%	3.5
3059-225.02	3	3	4	3	3	3	19	79%	3.2
3059-225.03	3	3	3	2	3	3	17	71%	2.8
3059-225.04	3	3	3	4	2	3	18	75%	3.0
3059-225.05	3	3	3	3	3	3	18	75%	3.0
3059-225.06	3	3	4	4	4	4	22	92%	3.7
3059-225.07	3	3	1	3	3	4	17	71%	2.8
3059-225.08	3	3	3	2	3	3	17	71%	2.8
3059-225.09	3	3	3	2	3	3	17	71%	2.8
3059-225.10	3	3	4	3	4	3	20	83%	3.3
3059-225.11	3	3	2	3	4	4	19	79%	3.2
3059-225.12	4	3	4	4	3	4	22	92%	3.7
3059-225.13	3	4	2	3	4	4	20	83%	3.3
3059-225.14	3	4	1	3	3	4	18	75%	3.0
3059-225.15	3	3	4	2	3	3	18	75%	3.0
3059-225.16	3	3	4	3	4	4	21	88%	3.5
AVERAGE:	3	3	3	3	3	4			
TOTAL SCORES:	49	51	49	47	52	56	304	79%	3.1
MEAN:	3.5	3.6	3.5	3.4	3.7	4.0			
	77%	80%	77%	73%	81%	88%			

	<i>Organization</i>	<i>Subject Knowledge</i>	<i>Graphics</i>	<i>Mechanics</i>	<i>Eye Contact</i>	<i>Elocution</i>	Total Points	%	Mean
ED 150/150L-02							Instructor: Dr. Larry Purcell		
3213-150.01	4	4	3	4	4	3	22	92%	3.7
3213-150.02	4	4	3	3	4	3	21	88%	3.5
3213-150.03	4	4	3	3	3	3	20	83%	3.3
3213-150.04	4	4	4	3	4	3	22	92%	3.7
3213-150.05	4	4	3	4	3	4	22	92%	3.7
3213-150.06	4	4	2	2	4	3	19	79%	3.2
3213-150.07	3	3	4	4	2	2	18	75%	3.0
3213-150.08	4	4	3	3	4	3	21	88%	3.5
3213-150.09	4	4	4	4	3	3	22	92%	3.7
3213-150.10	0	0	0	0	0	0	0	0%	0.0
3213-150.11	4	4	2	3	3	4	20	83%	3.3
3213-150.12	4	4	4	3	3	4	22	92%	3.7
3213-150.13	3	3	2	4	4	3	19	79%	3.2
3213-150.14	4	4	3	3.0	3	2	19	79%	3.2
AVERAGE:	4	4	3	3	3	3			
TOTAL SCORES:	50	50	40	43	44	40	267	79%	3.4
MEAN:	3.6	3.6	2.9	3.1	3.1	2.9			
	89%	89%	71%	77%	79%	71%			

	<i>Organization</i>	<i>Subject Knowledge</i>	<i>Graphics</i>	<i>Mechanics</i>	<i>Eye Contact</i>	<i>Elocution</i>	Total Points	%	Mean
ED 150/150L-15							Instructor: Dr. Lina G. Scanlan		
3211-150.01	4	4	2	2	4	2	18	75%	3.0
3211-150.02	4	4	4	4	3	3	22	92%	3.7
3211-150.03	4	4	4	3	4	4	23	96%	3.8
3211-150.04	4	4	2	2	4	4	20	83%	3.3
3211-150.05	4	4	4	4	4	4	24	100%	4.0
3211-150.06	4	4	4	4	4	4	24	100%	4.0
3211-150.07	4	4	4	0	3	3	18	75%	3.0
3211-150.08	4	4	2	2	4	2	18	75%	3.0
3211-150.09	4	4	4	4	4	4	24	100%	4.0
3211-150.10	4	3	4	3	2	2	18	75%	3.0
AVERAGE:	4	4	3	3	4	3			
TOTAL SCORES:	40	39	34	28	36	32	209	87%	3.5
MEAN:	4.0	3.9	3.4	2.8	3.6	3.2			
	100%	98%	85%	70%	90%	80%			

	<i>Organization</i>	<i>Subject Knowledge</i>	<i>Graphics</i>	<i>Mechanics</i>	<i>Eye Contact</i>	<i>Elocution</i>	Total Points	%	Mean
ED 150/150L-35							Instructor: Mrs. Rosevonne Pato		
3214-15035.01	3	2	3	4	2	3	17	71%	2.8
3214-15035.02	4	4	3	4	3	4	22	92%	3.7
3214-15035.03	3	3	3	4	3	3	19	79%	3.2
3214-15035.04	4	4	4	4	4	4	24	100%	4.0
3214-15035.05	4	4	4	3	4	4	23	96%	3.8
3214-15035.06	4	4	3	4	4	4	23	96%	3.8
3214-15035.07	4	4	3	4	4	4	23	96%	3.8
3214-15035.08	4	4	4	3.5	3	4	23	94%	3.8
3214-15035.09	4	4	4	4	3	4	23	96%	3.8
3214-15035.10	3	3	3	4	3	3	19	79%	3.2
3214-15035.11	4	3	3	4	4	4	22	92%	3.7
3214-15035.12	3	4	4	3.5	3	4	22	90%	3.6
3214-15035.13	4	4	3	4	4	4	23	96%	3.8
3214-15035.14	4	4	4	4	4	4	24	100%	4.0
3214-15035.15	3	3	3	4	3	4	20	83%	3.3
3214-15035.16	4	4	3	4	4	4	23	96%	3.8

	<i>Organization</i>	<i>Subject Knowledge</i>	<i>Graphics</i>	<i>Mechanics</i>	<i>Eye Contact</i>	<i>Elocution</i>	Total Points	%	Mean
3214-15035.17	4	3	3	4	3	3	20	83%	3.3
3214-15035.18	4	4	3	4	4	4	23	96%	3.8
3214-15035.19	4	4	3.5	4	3	4	23	94%	3.8
AVERAGE:	4	4	3	4	3	4			
TOTAL SCORES:	71	69	64	74	65	72	415	91%	3.8
MEAN:	3.7	3.6	3.3	3.9	3.4	3.8			
	93%	91%	84%	97%	86%	95%			

ED 157/157P-01

Instructor: Mr. Sonny Leomiti

3212.001	3	2	4	3	3	2	17	71%	2.8
3212.002	4	3	4	3	3	3	20	83%	3.3
3212.003	4	4	4	1	3	4	20	83%	3.3
3212.004	3	3	4	4	2	2	18	75%	3.0
3212.005	3	3	4	4	4	3	21	88%	3.5
3212.006	4	4	4	4	4	4	24	100%	4.0
3212.007	4	4	4	3	2	4	21	88%	3.5
3212.008	4	3	3	3	3	3	19	79%	3.2
3212.009	4	3	4	2	2	4	19	79%	3.2
3212.010	4	4	4	4	4	4	24	100%	4.0
3212.011	4	4	4	1	3	4	20	83%	3.3
3212.012	3	4	2	4.0	4	4	21	88%	3.5
3212.013	4	4	4	4	2	4	22	92%	3.7
3212.014	4	4	4	4	4	4	24	100%	4.0
AVERAGE:	4	4	4	3	3	4			
TOTAL SCORES:	52	49	53	44	43	49	290	86%	3.4
MEAN:	3.7	3.5	3.8	3.1	3.1	3.5			
	93%	88%	95%	79%	77%	88%			

ENG 151-01

Instructor: Mrs. Melelina Fiaui

3102-151.01	3	2	2	4	2	2	15	63%	2.5
3102-151.02	2	3	2	4	4	2	17	71%	2.8
3102-151.03	4	4	0	4	4	4	20	83%	3.3
3102-151.04	3	3	0	4	2	4	16	67%	2.7
3102-151.05	4	4	4	4	3	4	23	96%	3.8
3102-151.06	4	4	3	4	4	4	23	96%	3.8
3102-151.07	4	4	4	4	4	3	23	96%	3.8
3102-151.08	3	4	0	4	2	3	16	67%	2.7
3102-151.09	3	3	0	4	2	2	14	58%	2.3
3102-151.10	3	2	3	4	1	2	15	63%	2.5
3102-151.11	3	3	4	4	3	4	21	88%	3.5
3102-151.12	4	4	4	4	3	4	23	96%	3.8
3102-151.13	4	4	0	4	3	4	19	79%	3.2
3102-151.14	4	4	3	4	3	4	22	92%	3.7
3102-151.15	3	4	0	4	4	4	19	79%	3.2
3102-151.16	4	4	4	4	3	4	23	96%	3.8
3102-151.17	4	4	0	4	4	4	20	83%	3.3
3102-151.18	3	4	3	4	3	4	21	88%	3.5
3102-151.19	3	3	2	4	2	3	17	71%	2.8
AVERAGE:	3	4	2	4	3	3			
TOTAL SCORES:	65	67	38	76	56	65	367	80%	3.4
MEAN:	3.4	3.5	2.0	4.0	2.9	3.4			
	86%	88%	50%	100%	74%	86%			

ENG 151-02

Instructor: Mr. Vesi Matu'u

	Organization	Subject Knowledge	Graphics	Mechanics	Eye Contact	Elocution	Total Points	%	Mean
3213-15103.29	4	4	3	4	2	4	21	88%	3.5
3213-15103.30	3	4	0	4	2	3	16	67%	2.7
3213-15103.31	3	4	0	4	2	3	16	67%	2.7
3213-15103.32	4	4	0	2	2	3	15	63%	2.5
3213-15103.33	4	4	2	3	3	3	19	79%	3.2
3213-15103.34	4	4	0	4	2	4	18	75%	3.0
AVERAGE:	3	3	2	2	2	2			
TOTAL SCORES:	93	92	53	84	65	82	469	57%	3.0
MEAN:	2.7	2.7	1.6	2.5	1.9	2.4			
	68%	68%	39%	62%	48%	60%			

ENG 151-05

Instructor: Mr. Vesi Matu'u

3104-15105.01	3	2	0	0	2	2	9	56%	1.5
3104-15105.02	3	1	0	0	1	1	6	38%	1.0
3104-15105.03	3	3	0	0	1	2	9	56%	1.5
3104-15105.04	3	2	0	0	1	1	7	44%	1.2
3104-15105.05	3	3	0	0	3	2	11	69%	1.8
3104-15105.06	3	2	0	0	3	2	10	63%	1.7
3104-15105.07	4	2	0	0	2	2	10	63%	1.7
3104-15105.08	3	3	0	0	2	3	11	69%	1.8
3104-15105.09	3	2	0	0	2	2	9	56%	1.5
3104-15105.10	4	3	0	0	2	3	12	75%	2.0
3104-15105.11	3	3	0	0	2	3	11	69%	1.8
3104-15105.12	2	2	0	0	1	1	6	38%	1.0
3104-15105.13	3	3	0	0	3	4	13	81%	2.2
3104-15105.14	3	3	3	0	3	3	15	94%	2.5
3104-15105.15	3	2	0	0	3	3	11	69%	1.8
3104-15105.16	4	4	0	0	3	2	13	81%	2.2
3104-15105.17	3	3	0	0	2	3	11	69%	1.8
3104-15105.18	3	4	0	0	4	4	15	94%	2.5
3104-15105.19	4	4	0	0	3	3	14	88%	2.3
3104-15105.20	3	2	0	0	2	3	10	63%	1.7
3104-15105.21	4	3	0	0	3	3	13	81%	2.2
3104-15105.22	4	3	0	0	3	3	13	81%	2.2
3104-15105.23	4	3	0	0	4	4	15	94%	2.5
3104-15105.24	3	2	0	0	2	3	10	63%	1.7
3104-15105.25	4	3	0	0	3	3	13	81%	2.2
3104-15105.26	3	3	0	0	2	2	10	63%	1.7
3104-15105.27	2	2	0	0	2	3	9	56%	1.5
3104-15105.28	3	3	0	0	3	2	11	69%	1.8
3104-15105.29			0	0			0	0%	0.0
AVERAGE:	3	3	0	0	2	2			
TOTAL SCORES:	90	75	3	0	67	72	307	66%	1.8
MEAN:	3.1	2.6	0.1	0.0	2.3	2.5			
	78%	65%	3%	0%	58%	62%			

ENG 251-01

Instructor: Mrs. Debra Keahey

3108-25101.01	4	0	3	3	4	4	18	90%	3.6
3108-25101.02	4	0	3	3	4	4	18	90%	3.6
3108-25101.03	2	0	4	3	4	3	16	80%	3.2
3108-25101.04	4	0	4	4	3	4	19	95%	3.8
3108-25101.05	3	0	4	3	3	3	16	80%	3.2
3108-25101.06	4	0	4	4	4	4	20	100%	4.0

	<i>Organization</i>	<i>Subject Knowledge</i>	<i>Graphics</i>	<i>Mechanics</i>	<i>Eye Contact</i>	<i>Elocution</i>	Total Points	%	Mean
3108-25101.07	3	0	4	4	3	4	18	90%	3.6
3108-25101.08	3	0	4	3	3	4	17	85%	3.4
3108-25101.09	3	0	4	4	3	4	18	90%	3.6
3108-25101.10	3	0	1	3	4	4	15	75%	3.0
3108-25101.11	3	0	1	4	3	4	15	75%	3.0
3108-25101.12	3	0	1	4	4	4	16	80%	3.2
3108-25101.13	2	0	1	4	2	3	12	60%	2.4
3108-25101.14	3	0	1	4	2	3	13	65%	2.6
3108-25101.15	4	0	3	4	4	4	19	95%	3.8
3108-25101.16	3	0	2	4	3	4	16	80%	3.2
3108-25101.17	4	0	4	4	4	4	20	100%	4.0
3108-25101.18	4	0	4	4	4	4	20	100%	4.0
3108-25101.19	3	2	3	3	3	3	17	71%	3.4
3108-25101.20	3	0	3	4	2	4	16	80%	3.2
3108-25101.21	4	0	4	3	4	4	19	95%	3.8
3108-25101.22	3	0	3	3	4	4	17	85%	3.4
3108-25101.23	3	0	3	3	3	3	15	75%	3.0
AVERAGE:	3	0	3	4	3	4			
TOTAL SCORES:	75	2	68	82	77	86	390	84%	3.4
MEAN:	3.3	0.1	3.0	3.6	3.3	3.7			
	82%	2%	74%	89%	84%	93%			

ENG 251-02

Instructor: Mrs. Debra Keahey

3108-25102.01	4	0	3	4	4	4	19	95%	3.8
3108-25102.02	4	0	4	3	3	2	16	80%	3.2
3108-25102.03	4	0	4	3	3	4	18	90%	3.6
3108-25102.04	4	0	4	3	4	4	19	95%	3.8
3108-25102.05	4	0	4	3	3	4	18	90%	3.6
3108-25102.06	4	0	4	3	3	4	18	90%	3.6
3108-25102.07	3	0	4	3	4	4	18	90%	3.6
3108-25102.08	3	0	4	4	3	3	17	85%	3.4
3108-25102.09	3	0	4	4	3	3	17	85%	3.4
3108-25102.10	3	0	3	3	4	3	16	80%	3.2
3108-25102.11	3	0	2	3	2	3	13	65%	2.6
3108-25102.12	3	0	0	3	3	3	12	60%	2.4
3108-25102.13	3	0	4	4	3	3	17	85%	3.4
3108-25102.14	3	0	3	4	4	4	18	90%	3.6
3108-25102.15	3	0	4	4	4	4	19	95%	3.8
3108-25102.16	3	0	4	3	2	3	15	75%	3.0
3108-25102.17	4	0	4	3	4	4	19	95%	3.8
3108-25102.18	3	0	3	3	2	3	14	70%	2.8
3108-25102.19	3	0	4	3	3	3	16	67%	3.2
3108-25102.20	4	0	3	3	4	4	18	90%	3.6
AVERAGE:	3	0	3	3	3	3			
TOTAL SCORES:	68	0	69	66	65	69	337	84%	3.5
MEAN:	3.4	0.0	3.5	3.3	3.3	3.5			
	85%	0%	86%	83%	81%	86%			

HEA 150-01

Instructor: Dr. Daniel Chang

3086-15001.01	4	3	4	4	4	3	22	92%	3.7
3086-15001.02	3	3	4	4	4	4	22	92%	3.7
3086-15001.03	3	3	4	4	4	4	22	92%	3.7
3086-15001.04	3	3	4	4	4	3	21	88%	3.5

	<i>Organization</i>	<i>Subject Knowledge</i>	<i>Graphics</i>	<i>Mechanics</i>	<i>Eye Contact</i>	<i>Elocution</i>	Total Points	%	Mean
3086-15001.05	4	3	4	4	4	3	22	92%	3.7
3086-15001.06	3	3	4	4	3	3	20	83%	3.3
3086-15001.07	2	2	4	4	2	3	17	71%	2.8
3086-15001.08	4	4	4	4	4	3	23	96%	3.8
3086-15001.09	3	4	4	4	4	4	23	96%	3.8
3086-15001.10	4	4	4	4	4	4	24	100%	4.0
3086-15001.11	4	4	4	4	4	4	24	100%	4.0
AVERAGE:	3	3	4	4	4	3			
TOTAL SCORES:	37	36	44	44	41	38	240	91%	3.7
MEAN:	3.4	3.3	4.0	4.0	3.7	3.5			
	84%	82%	100%	100%	93%	86%			

HEA 151-01

Instructor: Dr. Daniel Chang

3086-15101.01	3	3	4	0	3	2	15	75%	3.0
3086-15101.02	3	3	4	0	3	3	16	80%	2.7
3086-15101.03	4	4	4	0	4	4	20	100%	3.3
3086-15101.04	4	3	4	0	4	4	19	95%	3.2
3086-15101.05	3	3	4	0	3	2	15	75%	2.5
3086-15101.06	4	4	4	0	4	4	20	100%	3.3
3086-15101.07	4	4	4	0	4	4	20	100%	3.3
3086-15101.08	3	4	4	0	4	4	19	95%	3.2
3086-15101.09	4	4	4	0	4	4	20	100%	3.3
3086-15101.10	3	3	3	0	4	4	17	85%	2.8
3086-15101.11	3	3	3	0	4	3	16	80%	2.7
3086-15101.12	4	4	4	0	4	4	20	100%	3.3
3086-15101.13	4	3	3	0	4	4	18	90%	3.0
3086-15101.14	4	4	4	0	3	4	19	95%	3.2
3086-15101.15	3	3	4	0	4	4	18	90%	3.0
3086-15101.16	2	2	1	0	4	4	13	65%	2.2
AVERAGE:	3	3	4	0	4	4			
TOTAL SCORES:	55	54	58	0	60	58	285	89%	3.1
MEAN:	3.4	3.4	3.6	0.0	3.8	3.6			
	86%	84%	91%	0%	94%	91%			

	<i>Organization</i>	<i>Subject Knowledge</i>	<i>Graphics</i>	<i>Mechanics</i>	<i>Eye Contact</i>	<i>Elocution</i>	Total Points	%	Mean
HSV 250-01 Instructor: Mrs. Rosevonne Pato									
3214-2501.01	4	4	3	4	4	3	22	92%	3.7
3214-2501.02	4	3	3	4	3	4	21	88%	3.5
3214-2501.03	4	4	3	4	4	4	23	96%	3.8
3214-2501.04	4	4	3	4	4	4	23	96%	3.8
3214-2501.05	4	4	3	4	4	4	23	96%	3.8
3214-2501.06	4	3	3	4	4	3	21	88%	3.5
AVERAGE:	4	4	3	4	4	4			
TOTAL SCORES:	24	22	18	24	23	22	133	92%	3.8
MEAN:	4.0	3.7	3.0	4.0	3.8	3.7			
	100%	92%	75%	100%	96%	92%			

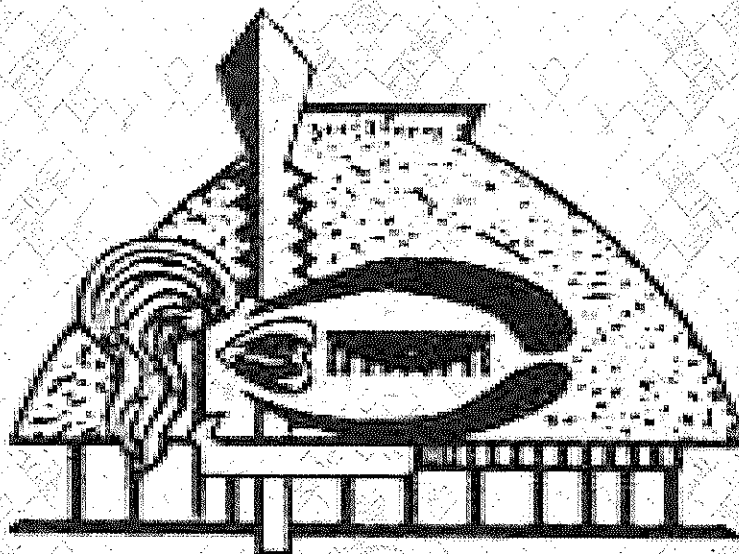
	<i>Organization</i>	<i>Subject Knowledge</i>	<i>Graphics</i>	<i>Mechanics</i>	<i>Eye Contact</i>	<i>Elocution</i>	Total Points	%	Mean
MKT 200-01 Instructor: Dr. Faofua Fa'atoafe									
3059-2001.01	3	2	3	2	3	3	16	67%	2.7
3059-2001.02	3	3	4	3	3	3	19	79%	3.2
3059-2001.03	3	3	2	3	3	4	18	75%	3.0
3059-2001.04	3	3	4	2	1	2	15	63%	2.5
3059-2001.05	3	3	3	2	3	3	17	71%	2.8
3059-2001.06	4	4	4	3	3	4	22	92%	3.7
3059-2001.07	2	3	2	3	3	3	16	67%	2.7
3059-2001.08	2	2	2	2	3	3	14	58%	2.3
3059-2001.09	3	3	2	2	3	3	16	67%	2.7
3059-2001.10	3	3	3	3	1	2	15	63%	2.5
3059-2001.11	3	4	4	3	3	3	20	83%	3.3
3059-2001.12	2	3	3	3	3	3	17	71%	2.8
3059-2001.13	4	2	4	3	4	4	21	88%	3.5
3059-2001.14	3	3	3	2	3	3	17	71%	2.8
3059-2001.15	4	3	4	2	3	3	19	79%	3.2
AVERAGE:	3	3	3	3	3	3			
TOTAL SCORES:	45	44	47	38	42	46	262	73%	2.8
MEAN:	3.0	2.9	3.1	2.5	2.8	3.1			
	75%	73%	78%	63%	70%	77%			

	<i>Organization</i>	<i>Subject Knowledge</i>	<i>Graphics</i>	<i>Mechanics</i>	<i>Eye Contact</i>	<i>Elocution</i>	Total Points	%	Mean
MUS 160-01 Instructor: Mr. Kuki Tuiasosopo									
3071-1601.01	4	4	4	2	3	4	21	88%	3.5
3071-1601.02	3	3	4	3	3	3	19	79%	3.2
3071-1601.03	4	4	4	4	4	4	24	100%	4.0
3071-1601.04	4	4	4	4	4	4	24	100%	4.0
3071-1601.05	4	4	4	4	4	4	24	100%	4.0
3071-1601.06	4	4	4	4	4	4	24	100%	4.0
3071-1601.07	4	4	4	3	4	4	23	96%	3.8
3071-1601.08	3	3	3	3	3	3	18	75%	3.0
3071-1601.09	3	4	4	3	3	3	20	83%	3.3
3071-1601.10	3	4	4	4	3	4	22	92%	3.7
AVERAGE:	4	4	4	3	4	4			
TOTAL SCORES:	36	38	39	34	35	37	219	91%	3.8
MEAN:	3.6	3.8	3.9	3.4	3.5	3.7			
	90%	95%	98%	85%	88%	93%			

	<i>Organization</i>	<i>Subject Knowledge</i>	<i>Graphics</i>	<i>Mechanics</i>	<i>Eye Contact</i>	<i>Elocution</i>	Total Points	%	Mean
MUS 161-01									
Instructor: Mr. Kuki Tuiasosopo									
3071-1611.01	4	3	4	3	2	4	20	83%	3.3
3071-1611.02	4	3	4	3	3	4	21	88%	3.5
3071-1611.03	4	4	4	4	4	4	24	100%	4.0
3071-1611.04	4	3	4	4	3	3	21	88%	3.5
3071-1611.05	3	3	3	3	3	3	18	75%	3.0
3071-1611.06	3	2	4	2	0	2	13	54%	2.2
3071-1611.07	4	4	4	4	4	4	24	100%	4.0
3071-1611.08	4	4	4	4	4	4	24	100%	4.0
3071-1611.09	4	4	4	4	4	4	24	100%	4.0
3071-1611.10	3	3	4	3	2	4	19	79%	3.2
3071-1611.11	4	3	4	3	4	4	22	92%	3.7
AVERAGE:	4	3	4	3	3	4			
TOTAL SCORES:	41	36	43	37	33	40	230	87%	3.5
MEAN:	3.7	3.3	3.9	3.4	3.0	3.6			
	93%	82%	98%	84%	75%	91%			

	<i>Organization</i>	<i>Subject Knowledge</i>	<i>Graphics</i>	<i>Mechanics</i>	<i>Eye Contact</i>	<i>Elocution</i>	Total Points	%	Mean
NUT 150-01									
Instructor: Dr. Daniel Chang									
3086-1501.01	3	3	3	0	1	3	13	65%	2.6
3086-1501.02	3	3	4	0	2	3	15	75%	3.0
3086-1501.03	3	3	3	0	3	3	15	75%	3.0
3086-1501.04	3	3	4	0	3	4	17	85%	3.4
3086-1501.05	3	4	4	0	3	3	17	85%	3.4
3086-1501.06	4	4	4	0	4	4	20	100%	4.0
3086-1501.07	3	3	4	0	4	4	18	90%	3.6
3086-1501.08	4	3	4	0	3	3	17	85%	3.4
3086-1501.09	3	3	4	0	3	4	17	85%	3.4
3086-1501.10	4	3	4	0	4	4	19	95%	3.8
3086-1501.11	4	4	4	0	4	4	20	100%	4.0
3086-1501.12	2	3	4	0	4	2	15	75%	3.0
3086-1501.13	3	4	4	0	2	3	16	80%	3.2
3086-1501.14	4	4	4	0	4	3	19	95%	3.8
3086-1501.15	4	3	4	0	4	3	18	90%	3.6
3086-1501.16	3	3	2	0	4	4	16	80%	3.2
3086-1501.17	4	4	4	0	4	4	20	100%	4.0
3086-1501.18	4	4	4	0	4	4	20	100%	4.0
3086-1501.19	4	4	4	0	4	4	20	100%	4.0
3086-1501.20	4	4	4	0	4	4	20	100%	4.0
3086-1501.21	4	3	4	0	4	4	19	95%	3.8
AVERAGE:	3	3	4	0	3	4			
TOTAL SCORES:	73	72	80	0	72	74	371	88%	3.6
MEAN:	3.5	3.4	3.8	0.0	3.4	3.5			
	87%	86%	95%	0%	86%	88%			

Sample Rubric Forms



GROUP PRESENTATION Evaluating Student Presentations

Standardized Format

Student Names: _____ Date: _____

SLO Domain: COMMUNICATION Time-frame for _____ (mins) Instructor's Name: _____

Course Alpha/Title/Section: _____

Addressing Program SLO: _____

<i>Rating Scale and Performance Indicators</i>	<i>Beginning 0 - 1 point</i>	<i>Developing 2 points</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>Total Points</i>
Content or Objective(s): How well is the content with relation to what the book or research is covering.	Presentation missed more than three (3) items from the objectives.	Presentation covers aspects of the objectives, except for two (2) items.	Presentation covers all aspects of the objectives, except for one (1) item.	Presentation covered all aspects of the objectives.	
Presentation: How well was the presentation given.	Three or more of the following elements were missed: (a) Everyone in the group was introduced. (b) Purpose and importance was explained. (c) Visual/audio or other modes are used. (d) Group members were able to answer all questions posed by the other students or instructor.	Two of the following elements were missed: (a) Everyone in the group was introduced. (b) Purpose and importance was explained. (c) Visual/audio or other modes are used. (d) Group members were able to answer all questions posed by the other students or instructor.	One of the following elements were missed: (a) Everyone in the group was introduced. (b) Purpose and importance was explained. (c) Visual/audio or other modes are used. (d) Group members were able to answer all questions posed by the other students or instructor.	All of the following elements were covered: (a) Everyone in the group was introduced. (b) Purpose and importance was explained. (c) Visual/audio or other modes are used. (d) Group members were able to answer all questions posed by the other students or instructor.	
Group Work: How well did the students use class time.	Group took longer than 10 minutes to organize itself and start group presentation.	Group took longer than 5 minutes to organize itself and start group presentation.	Group started on time and stayed on task the entire allotted time for the project.	Group started on time, stayed on task the entire allotted time and strong evidence of group collaboration.	
Time Management: Did everyone in the group keep to the time management guidelines?	Not everyone presented in the group.	Each person in the group presented. Two members of the group presented less.	Each person in the group presented. One person presented less.	Each person in the group presented. Each member presented equally. Group used time allotted efficiently.	
Appearance: How were the presenters dressed? Was it detracting or adding to their presentation.	Everyone was not dressed appropriately for their presentation.	Some of the group members were dressed appropriately.	Group members dressed appropriately and according for their presentation accept for one member.	All group members dressed appropriately and accordingly which added to their presentation.	

Total Points: _____

COMMENTS:

INDIVIDUAL PRESENTATION RUBRIC
Evaluating Student Presentation

Standardized Format

Student Name: _____ Date _____ Instructor's Name: _____

SLO Domain: COMMUNICATION Time-frame for presenting: _____ (mins.)

Course Alpha/Title/Section: _____

Addressing Program SLO: _____

<i>Rating Scale and Performance Indicators</i>	<i>Beginning 0 - 1 point</i>	<i>Developing 2 points</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>Total Points</i>
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in a logical, and interesting sequence which audience can follow.	
Subject Knowledge	Student does not grasp the information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Graphics and Using Other Methods of presenting	Student uses unrelated graphics, or no graphics or no use of other modes of presenting.	Student occasionally uses graphics or other modes that rarely supports the text and presentation.	Student's graphics or other modes of presenting related to text and presentation.	Student's graphics and/or other modes of presenting explain and reinforce text and presentation.	
Mechanics	Student's presentation has four (4) or more spelling errors and/or grammatical errors.	Presentation has three (3) misspellings and/or grammatical errors.	Presentation has no more than two (2) misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, and seldom returning to notes.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Some audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	

Total Points: _____

COMMENTS:

RESEARCH PAPER RUBRIC
Evaluating Student Research Paper

Standardized Format

Student Name: _____ Date _____ Instructor's Name: _____

SLO Domain: COMMUNICATION Time-frame for presenting: _____

Course Alpha/Title/Section: _____

Addressing Program SLO: _____

<i>Rating Scale and Performance Indicators</i>	<i>Beginning 0 - 1 point</i>	<i>Developing 2 points</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>Total Points</i>
Statement of the Topic and Thesis	There is no topic or thesis identifiable. The reader finds no words or phrases that identify a topic or thesis.	The topic or thesis is alluded to, but never clearly stated. The reader must surmise the thesis, but is able to identify allusions.	Topic is clear, but not explicitly stated. The reader must search for the thesis and eventually finds words to identify it.	Thesis is clear and explicitly stated. The reader can underline the thesis.	
Content	There is little content, or the content is unrelated to the thesis or topic.	The content is insufficient to support the thesis. The support is minimal.	The content has some weaknesses in its support of the thesis. More support would strengthen the topic.	The content is related to and supports the topic or thesis. Content is sufficient to support the topic.	
Organization	There is no logical progression in the development of the thesis or topic. Ideas are disconnected and disruptions in flow confuse the reader.	Logical progression is minimal with disconnected ideas. The reader has difficulty following the development of the topic.	There is logical progression with occasional breaks in flow of content. Lack of transitions disrupt the flow for the reader.	The organization is complete and logical with a progression of ideas leading to a conclusion. Transitions allow the reader to follow the content without disruption.	
Language and Structure	Vocabulary is inadequate to the topic and incorrect. There are many grammar errors.	Vocabulary is weak rather than precise. There are numerous grammar errors.	Vocabulary is appropriate; some phrases need work. Grammar is mostly error free, with not more than three errors.	Vocabulary is precise, and appropriate. The writing expresses clarity and accuracy in information. Grammar is error free, with no errors.	
Resources	Resources are less than minimal.	Resources are minimal.	Resources are adequate.	Resources are sufficient.	
Writing Format	APA/MLA style is error laden, both in citations and reference list.	APA/MLA style is used in reference list with some errors. Citations are missing or incorrect.	APA/MLA style is used correctly in citations and reference list. Resources are in correct form with some errors.	APA/MLA style is used correctly in citation and reference list. Resources are correctly cited.	

Total Points: _____

COMMENTS:

Essay Writing
Evaluating Student Communication Skills

Student Name: _____

Date: _____

Course Alpha/Title/Section: _____

Instructor: _____

Addressing Program S L O (s): Communication Skills

<i>Criteria and Skills</i>	<i>Beginning 0 - 1 point</i>	<i>Developing 2 points</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>Total Points</i>
Thesis Statement / Content	Student has no thesis statement. None of the supporting points is on topic.	Student has weak thesis statement. Reader is not adequately informed because writer does not use enough support to make his/her point.	Student's thesis statement is adequate. Reader is somewhat informed with adequate information from writer's explanation of three facts, examples, anecdotes, paraphrases, or quotations to support thesis.	Student's thesis statement is clear. Reader is thoroughly informed with thorough information from writer's explanation of three facts, examples, anecdotes, paraphrases, or quotations to support the thesis. All points of support are related to the topic.	
Organization	Student has no plan of organization. No beginning, middle, or end is evident.	Student has some plan of organization. It is not easy to find beginning, middle or end but lacks clarity. No transitions are evident between main thoughts.	Student has an adequate plan of essay structure. It is easy to find the beginning, middle or end and there is some clarity. Writer uses some transitions to connect thoughts.	Student follows a logical plan from paragraph to paragraph. There is a clear beginning, middle and end. Writer uses transitions to connect the three key ideas.	
Spelling / Grammar	Student has many spelling and grammatical errors.	Student has a few spelling and grammatical errors.	Student has only one or two spelling or grammatical	Student has exemplary spelling and grammar. (No	
Presentation	Paper is illegible and messy.	Paper is almost illegible.	Paper is legible and adequately neat.	Paper is legible and neat/typed/ proper format	
Timeline	Student's paper is over a week late.	Student's paper is a week late.	Student's paper is a day or two late.	Student's paper is handed in on time	

BOOK REPORT RUBRIC
Evaluating Student Communication Skills

Student Name: _____ Date: _____

Course Alpha/Title/Section: _____ Instructor's Name: _____

Addressing Program SLO(s): _____

<i>Criteria and Skills:</i>	<i>Beginning 0 – 1 point.</i>	<i>Developing 2 points.</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>*Total Points</i>
Title page	Student has no title page.	Student has a title page, but is lacking much of the required information.	Student's title page is present, but lacks complete information.	Student's title page is present and contains the title of the book, author(s), copyright date, publishing information, and student's name.	
Introduction	Student's introduction is disorganized, no information on what is to come.	Student gives too little information.	Student was able to summarize report.	Student's introduction was concise, and well-written.	
Main characters	Student has no description of the main characters.	Student's description of the main characters is incomplete.	Student's description of the main characters is adequate; lets the reader visualize the characters.	Student gives a complete description of the main characters including comparisons and contrast among other characters; uses detailed adjectives to describe character.	
Setting	Student provides no description of the setting.	Student's description of the setting is incomplete.	Student's description of the setting is adequate; lets the reader visualize where the story takes place.	Student's description of the setting is complete.	
Brief summary	Student has no plot summary for the story.	Student plot summary of the story is incomplete.	Student plot summary of the story is adequate; includes some events.	Student plot summary of the story is complete; includes major events.	
Turning point	Student does not mention turning point in the story.	Student has an incomplete description of the turning point.	Student has an accurate description of the turning point with reference to contributing events.	Student has a complete description of the turning point and the events leading	

<i>Criteria and Skills:</i>	<i>Beginning 0-1 point.</i>	<i>Developing 2 points.</i>	<i>Accomplished 3 points</i>	<i>Exemplary 4 points</i>	<i>*Total Points</i>
Outcome	Student has no description of outcome.	Student has incomplete description of outcome.	Student has accurate description of outcome; no author's opinion.	Student has complete and accurate description of outcome; author's opinion.	
Spelling/Grammar	Student has many spelling and grammatical errors.	Student has a few spelling and grammatical errors.	Student has only one or two spelling or grammatical errors.	Student has exemplary spelling and grammar.(No errors).	
Originality	Student's plot is minimal with no evidence of new thought.	Student's work is merely a basic summary of the plot. There is no evidence of new thought, inventiveness, or insight.	Student's work shows some evidence of originality and inventiveness. Demonstrates a basic understanding of the content and extends beyond that to offer new insights and understanding of the novel.	Student's work shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh original, inventive, and based upon logical conclusions and accurate reading comprehension.	
Presentation	Paper is illegible and messy.	Paper is almost illegible.	Paper is legible and adequately neat	Paper is legible, and neat/typed/format properly.	
Timeline	Student's paper is over a week late.	Student's paper a week late.	Student's paper a day or two late.	Student's paper handed in on time.	
Recommendation	Student has no recommendation.	Student has no justification for recommendation.	Student has adequate justification for recommendation.	Student has convincing, reasonable justification for recommendation.	

Total Points: _____

Comments:
