# CS100W Course Assessment Report

**Author: Semester:**

## Part 1: Assessment Data Collected

### Outcome f: An ability to communicate effectively with a range of audiences

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| **Poster Expo Presentation (assessed with a presentation)** | | |  |  |
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|  | **1** | **2** | **3** | **4** |
|  | **beginning** | **developing** | **satisfactory** | **exemplary** |
| Enthusiasm for Project | Shows absolutely no interest in project presented, shows-up LATE to EXPO | Shows some negativity toward project presented, NOT presenting as a TEAM | Occasionally shows positive feelings about project and demonstrates that to our visitors | Demonstrates a strong positive feeling about project during entire presentation |
| Number of Students |  |  |  |  |
|  |  |  |  |  |
| Eye Contact and Engagement | Does not attempt to look at attendees at all, appears to not know the project phases | Occasionally looks at visitor and engages in their usage of the site | Only focuses attention to one particular part of the project, engages the group and guest | Constantly looks makes eyecontact, knows the project subject, holds the visitor!s attention |
| Number of Students |  |  |  |  |
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| Body Posture | Disinterested and distracts from presentation, not a part of the Team | Uses no purposeful movements and leans on table, occasionally greets attending guests | Uses purposeful movements, attentive to those attending | Welcomes visiting guests, shakes hands, introduces team, does not sit on table, looks interested and engaged in project |
| Number of Students |  |  |  |  |
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| Gestures | No gestures, not engaged in activity | Somewhat engaged and animated, occasionally leads guests through project, but mostly leaves that to other team members | Animated when interacting with EXPO guests, uses gestures to lead guest through project | Natural hand gestures, not overly animated when speaking with audience, leads audience through old site, new site, and Survey Monkey, appears passionate about Computer Science |
| Number of Students |  |  |  |  |
|  |  |  |  |  |
| Volume Projection | Cannot be heard, does not interact/speak with visitors, leaves that to team members | Speaks softly causing some of our guests discomfort; only interjects occasionally | Speaks loudly enough to be heard by most attending; is part of the team | Speaks loudly and comfortably to be heard by guests gathered around the project being presented; is an active part of the team |
| Number of Students |  |  |  |  |
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| Rate/pacing | Rate causes confusion; vocal fillers create distraction, no preparation at all | Speaks too rapidly or slowly; pauses and/or vocal fillers may disrupt speech. | Uses appropriate rate but uses some vocal fillers that do not create distractions. | Varies rate and pauses for natural effect throughout presentation, does not sound rehearsed but knowledgeable |
| Number of Students |  |  |  |  |
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| Computer Aids | Poor, distracting to visitors as computers | Adds nothing to presentation, as team is not prepared | Thoughts articulated clearly, but not engaging our visitors to visit and interact | Visual aids enhance presentation, all websites up and running smoothly; keeps our visitors interest and engages them in the project |
| Number of Students |  |  |  |  |
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| Conclusion of Project | are not set-up correctly or not at all | The overall purpose of your presentation is mentioned, Survey Monkey is not ready for submitting poll | A clear final ending is used to conclude the presentation and encourages visitor to give feedback on Survey Monkey | A clear ending is used that relates to the project and concludes the presentation with a Survey Monkey submission; visitor gives meaningful feedback due to your part as a team player |
| Number of Students |  |  |  |  |
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| Time Frame and Phase Manager Preparation | Presentation (your part) is not prepared, you are “winging it” and you are LATE to the EXPO | Presentation is (your part as a Phase Manager) is somewhat prepared. | Presentation is (your part as a Phase Manager) prepared, but you are unsure (not prepared) of your role as a Phase Manager | Presentation is (your part as a Phase Manager) is clearly prepared, you know your role as a Phase Manager and can accurately communicate team tasks, without going on-and-on (useless fillers) |
| Number of Students |  |  |  |  |
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| Completeness of Contact and Management within your Selected Phase | One or more points left out from the Phase you were responsible for and a sense that other team members did your work is evident | Majority of points glossed over for the Phase you were responsible for and a sense that other team members did your work is evident | Majority of points covered in depth, some points glossed over regarding the Phase you were responsible for and a sense that other team members did some of your work is evident | Thoroughly explains all points for the Phase you were responsible for and a sense that other team members did NOT do your work is evident; team members look to you as a leader |
| Number of Students |  |  |  |  |
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| **Literature Review (assessed with a collected homework assignment)** | | | |  |
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|  | **1** | **2** | **3** | **4** |
|  | **beginning** | **developing** | **satisfactory** | **exemplary** |
| Introducing the idea: Problem Statement | Little or no attempt has been made to introduce the issue or problem; see instructor. | Neither implicit nor explicit reference is made to the topic that is to be examined. | Readers are aware of the overall problem, challenge, or topic that is to be examined. | The topic is introduced, and groundwork is laid as to the direction of the report. |
| Number of Students |  |  |  |  |
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| Body: Flow of the Literature Review | Little or no attempt has been made to write the review; see instructor. | The report appears to have no direction, with subtopics appearing disjointed. | There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order. | The report goes from general ideas to specific conclusions. Transitions tie sections together, as well as adjacent paragraphs |
| Number of Students |  |  |  |  |
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| Coverage of Content | Little or no attempt has been made to cover content; see instructor. | Major sections of pertinent content have been omitted or greatly run-on. The topic is of little significance to the educational/training field. | All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected. Significance to educational/training field is evident. | The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made. Significance is unquestionable. The report is between 3 full pages and 4 pages maximum. |
| Number of Students |  |  |  |  |
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| Citations/References: APA Citations Used | Little or no attempt has been made; see instructor. | Citations for statements included in the report were not present, or references that were included were not found in the text. | Citations within the body of the report and a corresponding reference list were presented. Some formatting problems exist, or components were missing. | All needed citations were included in the report. References matched the citations, and all were encoded in APA format. |
| Number of Students |  |  |  |  |
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| Clarity of writing and writing technique | Little or no attempt has been made to write clear communication; see instructor. | It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident. | Writing is generally clear, but unnecessary words are occasionally used. Meaning is some times hidden. Paragraph or sentence structure is too repetitive. | Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate. The use of pronouns, modifiers, parallel construction, and non-sexist language are appropriate |
| Number of Students |  |  |  |  |
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| Conclusion: A synthesis of ideas and hypothesis or research question or issue. | Little or no attempt has been made to synthesize ideas; see instructor | It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident. | Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive. | Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate. The use of pronouns, modifiers, parallel construction, and non-sexist language are appropriate |
| Number of Students |  |  |  |  |
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| Amount of Information | Two resources for gathering information ignored. Many approaches ignored. See instructor. | Information gathered using a few resources. Approaches to the problem explored from one or two perspectives. | Information gathered from four resources. Approaches to the problem explored from a few and common perspectives. | Information gathered from and utilized fully from 2 resources. Approaches to the problem explored from many perspectives. |
| Number of Students |  |  |  |  |
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| Organization | Information is disorganized, does not provide an argument that recommends a research strategy. See instructor. | Information presents a recommendation for a future research strategy but needs additional work on building an argument. | Information presents a coherent argument and concludes with a recommendation for future research. | Information is organized coherently, presenting a well-reasoned argument that concludes with a recommendation for a future research strategy. |
| Number of Students |  |  |  |  |
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| Quality of Information | Information does not clearly relate to the problem under consideration. It demonstrates an unfamiliarity with the strategies common to library science and lacks supporting detail. See instructor. | Information clearly relates to the problem under consideration. It demonstrates some familiarity with the strategies for solving the problem, but it needs additional supporting detail. | Information clearly relates to the problem under consideration. It demonstrates some familiarity with the strategies for solving the problem and provides supporting detail. | Information clearly relates to the problem under consideration. It demonstrates thorough familiarity with multiple strategies for solving the problem and provides supporting detail. |
| Number of Students |  |  |  |  |
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| Use of Bibliographic Database Resources | The search strategy described demonstrates the use of an inadequate number of resources; it ignores the use of one of the following: print, online, or general peer-reviewed resources. See instructor. | The search strategy described demonstrates the use of a few reference resources, including print, online, and general peer-reviewed resources. | The search strategy describe demonstrates the use of many reference resources, including print, online, and general peer-reviewed resources. | The search strategy described demonstrates the use of a wide variety of reference resources, including print, online, and general Internet resources appropriate for the problem under consideration |
| Number of Students |  |  |  |  |
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| Mechanics | Paragraphs include unrelated details and do not carry a coherent argument to the conclusion. The conclusion is not supported by the rest of the paper. Many grammatical, spelling, or punctuation errors. Sentences include non-Standard English usage. See instructor and Visit the Writing Center. | A few grammatical, spelling, or punctuation errors. Some sentences include non-Standard English usage. Some paragraphs are not wellstructured and do not carry the argument to the conclusion. The conclusion is marginally supported by the rest of the paper. | Almost no grammatical, spelling, or punctuation errors. Sentences use Standard English. Most paragraphs are structured to carry the argument forward logically to the conclusion. The conclusion is generally supported by the rest of the paper. | No grammatical, spelling, or punctuation errors. Sentences use Standard English. Paragraphs are well structured, and sections of the paper progress logically to a well-supported conclusion. |
| Number of Students |  |  |  |  |
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| Sources | Some sources are not documented, errors occur in alphabetization of the reference list, and many citations include mechanical errors. See instructor. | All sources are accurately documented, organized alphabetically, and presented in APA style. Many citations include mechanical errors. | All sources are accurately and fully documented, organized alphabetically, and are presented in APA style. Only a few citations include mechanical errors. | All sources are accurately and fully documented, organized alphabetically, and presented in APA style. The mechanics, of an APA style, are without error. |
| Number of Students |  |  |  |  |
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| Clarity of writing and writing technique | It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident. See instructor and visit the Writing Center. | Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive. | Few (3) spelling, grammar, or punctuation errors are made. Writing is basically crisp, clear, and succinct. | The writer incorporates the active voice when appropriate and supports ideas with examples. No spelling, grammar, or punctuation errors are made. |
| Number of Students |  |  |  |  |
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| **Cover Letter (assessed with a collected homework assignment)** | | | |  |
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|  | **1** | **2** | **3** | **4** |
|  | **beginning** | **developing** | **satisfactory** | **exemplary** |
| Business format and overall quality of writing ability; layout shows attention to detail, is clean, and symmetrical on one page. | See your instructor hiring personal cannot tell what you want or why you have applied for their posted position. | Business formatting is not used in this letter. There is no address or date at the top. This letter is not signed. There are multiple grammar and spelling errors. The content of this letter does not make sense to the reader. | This letter uses correct business format with date and addresses at the top, and a signature at the bottom. There are minimal grammar and spelling errors. This letter is decent in content but does not convince an employer to call. | This letter uses correct business format with date and addresses at the top, and a signature at the bottom. This letter is clear and concise, and grammatically correct. There are no spelling errors. Three paragraph format. |
| Number of Students |  |  |  |  |
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| Section 1: Introduction (1st paragraph)—why was this letter, along with your résumé, sent their way? Tell them where you found the position (date), why you are qualified, and that you would like an interview. | See your instructor; you have not demonstrated a professional introduction. | This section does not clearly identify what position you are seeking. There is no description of how you heard about the position or why you are interested. This letter definitely will not grab an employer’s attention and keep them reading. | This section identifies the position you are seeking. This letter does not describe how you heard about the opening. You vaguely describe why you are interested in this job. This section is bland and might not catch an employer’s attention fast enough. | This section identifies the position you are applying for and that you want an interview. You have described how you heard about the opening (where & when). This section identifies why you are interested in this job. Wording is creative and catches an employer’s attention quickly. |
| Number of Students |  |  |  |  |
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| Section 2: Identification of skills and experiences as related to position; give an example of a project that relates to the position, have a beginning, middle, and end so the reader can follow the project’s completion. | See your instructor; you have not written a focused paragraph that describes a project, your given tasks, and what the results were achieved after project completion. | This letter does not discuss any relevant qualifications. You have not related your skills to the job you are applying for; this letter does not state why you are interested in this position, company, and/or location. | This letter identifies one of your qualifications but it is not related to the position at hand. This letter restates what is on your résumé with minimal additional information. You explain why you are interested in this position but you are still too vague. | This letter identifies one or two of your strongest qualifications and clearly relates how your skills apply to the job you want. This letter explains specifically why you are interested in this position and this type of job, company, and/or location. |
| Number of Students |  |  |  |  |
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| Section 3: Closing segment thanks the reader, gives them a reason to call you and a cell number (give days and times), a professional email address to contact, and when you will contact them to follow-up on your application status, ask again for an interview | See your instructor; you have not given any information for followup if the employer needs to contact you. You have been nonprofessional. | This letter does not thank the reader for taking time to review this letter. There is no reference to a résumé or other materials. This letter does not mention any plan for follow-up. | You thank the reader for taking time to read this letter. You do not refer the reader to your résumé or application materials. This letter assumes that the employer will contact you to follow-up. | This letter refers the reader to your résumé or any other enclosed documents. This letter thanks the reader for taking time to read your letter and review your résumé. You are assertive as you describe how you will follow-up with the employer in a stated time period. Also how and when they can contact you to set-up an interview. |
| Number of Students |  |  |  |  |

## Part 2: Assessment Conclusions, Findings, and Recommendations

### Outcome f conclusions

### Findings and Recommendations