SYSTEM GRADUATION REQUIREMENT (SGR) #1
ENGLISH RUBRIC

SGR #1: Students will write effectively and responsibly and will understand and interpret the written expression of others.

	Level 1 - Below Proficient	Level 2 - Proficient	Level 3 - Exemplary
Mechanics, Grammar, and Syntax: Write using standard American English, including correct punctuation, grammar, and sentence structure.	Convey meaning inconsistently due to errors in punctuation, grammar, and syntax.	Convey meaning adequately in prose that is clear and fluent overall, though some lapses are evident.	Convey meaning precisely, clearly, and fluently in prose that demonstrates control of the conventions of punctuation, grammar, and syntax.
Logical Development. Write logically	Use sometimes relevant logic to explore the subject in some parts of the essay, though that logic is intermittent and, at times, incoherent.	Use relevant logic to explore the subject and to develop the essay, though that logic is not wholly systematic or coherent.	Use relevant, systematic, and coherent logic to explore the subject and to develop the essay.
Persuasion. Write persuasively, using a variety of rhetorical strategies (e.g., exposition, argumentation, description).	Use a limited repertoire of rhetorical strategies, only some of which are suited to the writing task and audience, that demonstrates limited understanding of the subject and an inability to argue plausibly or consistently.	Use a variety of rhetorical strategies, most of which are suited to the writing task and audience, to demonstrate adequate comprehension of the subject and to argue plausibly overall.	Use a variety of rhetorical strategies suited to the writing task and audience to demonstrate mastery of the subject and to argue convincingly.
Research and Documentation. Incorporate formal research and documentation into their writing, including research obtained through modern, technology-based research tools.	Demonstrate an attempt to use sources to support ideas, but effort and results are inconsistent as is documentation.	Demonstrate mostly consistent use of credible, relevant sources to support ideas and document them properly overall, though some lapses are evident.	Demonstrate skillful use of credible, relevant sources to develop ideas and document them properly.

SYSTEM GRADUATION REQUIREMENT (SGR) #2
ORAL COMMUNICATION RUBRIC

This rubric is designed for system-level assessment of oral communication. It is used to evaluate the delivery of a persuasive message followed by questions from listeners.

SGR #2: Students will communicate effectively and responsibly through listening and speaking.

• *Student Learning Objective #1: Students will demonstrate the ability to speak thoughtfully, clearly, and effectively in a variety of contexts.*
• *Student Learning Objective #2: Students will demonstrate active listening skills in a variety of contexts.*

	Exemplary 2 (Score of 9 - 12)	**Proficient** 1 (Score of 4 – 8)	**Below Proficient** 0 (Score of 0 – 3)
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable, is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language is appropriate to audience.	Language choices are accurate and generally support the effectiveness of the presentation. Language is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation clear. Speaker appears adequately prepared.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the clarity of the presentation. Speaker appears uncomfortable.

	Exemplary 2 (Score of 9 - 12)	**Proficient** 1 (Score of 4 – 8)	**Below Proficient** 0 (Score of 0 – 3)
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation and establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that only minimally supports the presentation and fails to establishe the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is basically clear.	Central message can be deduced, but is not explicitly stated in the presentation.
Listening	Relevant, clear, and complete responses consistently demonstrate active listening skills; accurate comprehension of the meaning and tone of listener's questions; and proficiency in handling inappropriate and unclear questions, when necessary.	Relevant, clear, and partially developed responses demonstrate some active listening skills; moderate comprehension of the meaning and tone of listeners' questions; and adequate handling of inappropriate or unclear questions, when necessary.	Irrelevant, unclear or incomplete responses demonstrate little or no evidence of active listening skills; little or no comprehension of the meaning and tone of listener's questions; and an inability to handle inappropriate and unclear questions, when necessary.

Recommended Artifacts - The SDBOR Oral Communication Disciplinary Council recommends that the artifact submitted for this assessment be an audio-video recording of a short persuasive message prepared and delivered by a student after having been instructed in public speaking organization, language, supporting material, listening, and delivery. After the persuasive message, a member of the audience should ask a meaningful question related to the speaker's message. The question should not be prepared before hearing the speech. The speaker then, upon listening to the question, will provide an answer. This allows the reviewer to see both the speaking and listening skills demonstrated by the given student.

This rubric was created using the Association of American College and Universities (AAC&U) Oral Communication VALUE Rubric

Prepared by the South Dakota Board of Regents Oral Communication Discipline Council
Susan Conover, Sonya Pagel, Liz Sills, Jill Tyler, Joshua Westwick

SGR #3: Students will understand the diversity and complexity of the human experiences through study of the social sciences.

	Below Proficient	Proficient	Exemplary
Identify and explain basic concepts, terminology, theories, and systems of inquiry of the selected social science disciplines	Demonstrates a limited ability to identify and explain basic concepts, terminology, theories, and systems of inquiry of the selected social science disciplines as illustrated by less than 70% of the information being correct	Adequately demonstrates an ability to identify and explain basic concepts, terminology, theories, and systems of inquiry of the selected social science disciplines as illustrated by at least 70 to 90% of the information being correct	Adequately demonstrates an ability to identify and explain basic concepts, terminology, theories, and systems of inquiry of the selected social science disciplines as illustrated by greater than 90% of the information being correct
Apply selected social science concepts and theories to contemporary or historical issues from different behavioral, cultural, institutional, temporal, or spatial contexts	Students poorly apply concepts and theories to contemporary or historical issues from different behavioral, cultural, institutional, temporal, or spatial contexts Theories and concepts show major mistakes in definitions Students poorly select, transfer, and use concepts and theories to illustrate, interpret, or develop solutions for contemporary or historical issues from different behavioral, cultural, institutional, temporal, or spatial contexts	Students can adequately apply concepts and theories to contemporary or historical issues from different behavioral, cultural, institutional, temporal, or spatial contexts Theories and concepts generally correct but some mistakes may be evident Students select, transfer, and use concepts and theories to illustrate, interpret, or develop solutions for contemporary or historical issues from different behavioral, cultural, institutional, temporal, or spatial contexts	Students skillfully apply concepts and theories to contemporary or historical issues from different behavioral, cultural, institutional, temporal, or spatial contexts Theories and concepts correct and demonstrate detailed understanding Students systematically select, transfer, and use concepts and theories to illustrate, interpret, or develop solutions for contemporary or historical issues from different behavioral, cultural, institutional, temporal, or spatial contexts
Analyze the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts using social science methods and concepts	Demonstrates a limited ability to analyze the extent of impact of diversity among individuals, cultures, or societies in historical or contemporary contexts using social science methods and concepts Students poorly apply or misapply concepts or and theories to contemporary or historical issues Theories and concepts show major mistakes in definitions Students poorly identify the strengths and weaknesses of contending explanations or interpretations of contemporary or historical social issues based on selected social science disciplinary standards	Demonstrates an adequate ability to analyze the extent of impact of diversity among individuals, cultures, or societies in historical or contemporary contexts using social science methods and concepts Students can generally apply concepts and theories to contemporary or historical issues Theories and concepts generally correct but some mistakes may be evident Students can generally identify the strengths and weaknesses of contending explanations or interpretations of contemporary or historical social issues based on selected social science disciplinary standards	Demonstrates a skillful ability to analyze the extent of impact of diversity among individuals, cultures, or societies in historical or contemporary contexts using social science methods and concepts Students can consistently and fluently apply concepts and theories to contemporary or historical issues Theories and concepts correct and demonstrate detailed understanding Students systematically identify the strengths and weaknesses of contending explanations or interpretations of contemporary or historical social issues based on selected social science disciplinary standards

SYSTEM GRADUATION REQUIREMENT (SGR) #4
FINE ARTS AND HUMANITIES RUBRIC

This rubric is designed for system-level assessment of fine arts and humanities.

SGR #4: Students will understand the diversity and complexity of the human experience through study of the arts and humanities.

		Below Proficient	Proficient
Must meet the following:	1) Demonstrate knowledge of the diversity of values, beliefs, practices, or ideas embodied in the human experience.	Student demonstrates less than proficient knowledge of the diversity of values, beliefs, practices, or ideas embodied in the human experience.	Student demonstrates proficient knowledge of the diversity of values, beliefs, practices, or ideas embodied in the human experience.
	2) Demonstrate basic understanding of concepts of the selected disciplines within the arts and humanities.	Student demonstrates less than proficient understanding of basic concepts of the selected disciplines within the arts and humanities.	Student demonstrates proficient understanding of basic concepts of the selected disciplines within the arts and humanities.
		Below Proficient	**Proficient**
At least one of:	3) Demonstrate ability to express creative, aesthetic, formal or stylistic elements of the disciplines.	Student has less than proficient ability to express creative, aesthetic, formal or stylistic elements of the disciplines.	Student proficiently expresses creative, aesthetic, formal or stylistic elements of the disciplines.
	4) Demonstrate foundational competency in reading, writing, and speaking a non-English language.	Student demonstrates less than foundational competence in reading, writing, and speaking a non-English language.	Student demonstrates foundational competency in reading, writing, and speaking a non-English language.
	5) Identify and explain cultural contributions from the perspective of the selected disciplines within the arts and humanities.	Student demonstrates less than proficient knowledge of cultural contributions from the perspective of the selected disciplines within the arts and humanities.	Student demonstrates proficient knowledge of cultural contributions from the perspective of the selected disciplines within the arts and humanities.

Artifacts to demonstrate proficiency in the humanities and fine arts may include but are not limited to traditional assessment methods (e.g. exams, papers) as well as sound recordings, video recordings, oral presentations, musical score, or documented images as appropriate to the course (e.g. recording of a musical performance, image of works of student artwork).

SYSTEM GRADUATION REQUIREMENT (SGR) #5
MATH RUBRIC

SGR #5: Students will understand and apply fundamental mathematical processes and reasoning.

	Level 0 - No valid work	Level 1 - Below Proficient	Level 2 - Proficient
Outcome 1: Students will use mathematical symbols and mathematical structure to model and solve real world problems.	Blank or unrelated work	Aware of a multi-step mathematical process to answer a question and the need to evaluate the reasonableness of results.	Follows a given sequence of steps that constitutes a valid line of reasoning.
Outcome 2: Students will demonstrate appropriate communication skills related to mathematical terms and concepts.	Blank or unrelated work	Understands mathematical notation, has a working knowledge of mathematical terms and shows some work when solving a problem.	Uses mathematical notation in finding a solution of the problem and appropriately communicates the intermediate steps showing work progressing to the student's solution.

Artifact selection recommendations from faculty rating group.

1. For outcome 1, the question should be a real world problem which includes an opportunity for the student to carry out a multi-step plan without direct prompting from the problem.

2. For outcome 2, the question should include some calculations that require facility with mathematical notation and also request an explanation of reasoning and/or verbal interpretation of the answer.

3. Artifacts must show student work (as described above), thus fill in the blank, true/false, or questions with only final answer (such as MyMathLab questions) are not acceptable.

4. Artifacts should be clearly labeled as to which question addresses each outcome and the student environment for the artifact (exam, final exam, take home assessment, activities with resubmits available, etc.). (Assessment coordinators at each campus will scrub prior to sending these to system office).

5. Artifacts should be chosen with an eye to avoiding blank or low-effort student responses. If on a test, it should be early in the test; if a separate assignment, it should count towards the grade.

6. Proficient ranking does not automatically assume a correct answer- if the artifact chosen requires many steps, a minor mistake should not prevent the Proficient ranking. However, the definition of "minor" varies depending on the course level and level of difficulty of the problem.

SYSTEM GRADUATION REQUIREMENT (SGR) #6
NATURAL SCIENCES RUBRIC

SGR #6: Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.

	Level 1 - Below Proficient (F or D)	Level 2 - Proficient (C or B)	Level 3 - Exemplary (A)
Outcome 1: Explain the nature of science including how scientific explanations are formulated, tested, and modified or validated.	Student demonstrates limited familiarity with nature of science, and limited knowledge about steps involved in a scientific process.	Student demonstrates familiarity with the nature of science and demonstrates knowledge about steps involved in a scientific process	Student demonstrates comprehensive knowledge about the nature of science and the steps involved in a scientific process.
Outcome 2: Distinguish between scientific and non-scientific evidence and explanations, and use scientific evidence to construct arguments related to contemporary issues.	Student demonstrates limited ability to distinguish scientific statements from non-scientific statements, and cannot use scientific evidence to evaluate arguments related to contemporary issues in science.	Student demonstrates ability to distinguish scientific statements from non-scientific statements, and uses scientific explanation to evaluate arguments related to contemporary issues in science	Student applies evidence-based approach to evaluate arguments related to contemporary issues in science.
Outcome 3: Apply basic observational, quantitative, or technological methods to gather and analyze data and draw evidence-based conclusions in a laboratory setting.	Student demonstrates limited ability to follow observational, quantitative, or technological methods for designing and conducting experiments, including gathering and analyzing data to test a hypothesis in a laboratory or field setting.	Student demonstrates ability to follow observational, quantitative, or technological methods for designing and conducting experiments, including gathering and analyzing data to test a hypothesis in a laboratory or field setting.	Student demonstrates advanced ability to follow observational, quantitative, or technological methods, including generating hypotheses, designing and conducting scientific experiments, as well as collecting and analyzing data to draw a conclusion.
Outcome 4: Understand and apply foundational knowledge and discipline-specific concepts to address issues, solve problems, or predict natural phenomena.	Student lacks understanding of foundational knowledge and major concepts covered in the scientific discipline and shows little or no ability to apply scientific knowledge and concepts to address issues, solve problems, or predict natural phenomena.	Student demonstrates understanding of foundational knowledge and major concepts covered in the scientific discipline and shows some ability to apply scientific knowledge and concepts in problem solving, decision making or describing natural phenomena.	Student demonstrates thorough understanding of foundational knowledge and major concepts covered in the scientific discipline, and skillfully applies them in problem solving or predicting natural phenomena.