



Durable Skills Rubrics

Created for use at LSUA to be used as a CYC common assessment for embedded durable skills.

Adapted from *Valid Assessment of Learning in Undergraduate Education (VALUE)* by the Association of American Colleges and Universities, 2009, <https://www.aacu.org/value-rubrics>. This derivative work is licensed under CC BY-NC-SA 4.0.

DURABLE SKILL: CRITICAL THINKING (CLASSROOM)

SCORING RUBRIC

PURPOSE: THIS RUBRIC IS DESIGNED TO ASSESS CRITICAL THINKING SKILLS AS A DURABLE SKILL WITHIN LSUA'S COMMAND YOUR CAREER PATHWAY. IT IS ADAPTABLE CAMPUS-WIDE FOR ANY ASSIGNMENT OR ACTIVITY THAT FACULTY EMBED INTO THEIR CURRICULUM ADDRESSING THIS COMPETENCY.

DIMENSION	EXEMPLARY (4)	PROFICIENT (3)	DEVELOPING (2)	BEGINNING (1)
ISSUE IDENTIFICATION & CONTEXT	Clearly and insightfully identifies the problem, question, or issue and evaluates relevant context and assumptions.	Identifies the problem and recognizes some relevant contextual factors.	Recognizes a problem but with limited understanding or contextual awareness.	Fails to identify a clear problem or relevant context.
EVIDENCE EVALUATION & ANALYSIS	Thoroughly evaluates sources, evidence, and assumptions to develop a well-reasoned analysis.	Evaluates evidence and provides a generally well-supported analysis.	Uses limited or partially relevant evidence with some reasoning.	Provides minimal analysis and weak or unsupported reasoning.
POSITION & CONCLUSION	Presents a clear, original position with logically connected, well-supported conclusions.	States a reasoned position with supported conclusions.	States a basic position or conclusion with weak support.	Fails to present a clear position or draws unsupported conclusions.

DURABLE SKILL: ORAL COMMUNICATION (CLASSROOM) SCORING RUBRIC

PURPOSE: THIS RUBRIC IS DESIGNED TO ASSESS ORAL COMMUNICATION SKILLS AS A DURABLE SKILL WITHIN LSUA'S COMMAND YOUR CAREER PATHWAY. IT IS ADAPTABLE CAMPUS-WIDE FOR ANY ASSIGNMENT OR ACTIVITY THAT FACULTY EMBED INTO THEIR CURRICULUM ADDRESSING THIS COMPETENCY.

DIMENSION	EXEMPLARY (4)	PROFICIENT (3)	DEVELOPING (2)	BEGINNING (1)
MESSAGE CLARITY & ORGANIZATION	Presentation is clear, compelling, and logically organized to enhance understanding and impact.	Presentation is clear and well-organized with minor lapses in flow or clarity.	Presentation has a basic structure but lacks clarity or effective transitions.	Presentation is disorganized or unclear, making it difficult to follow.
AUDIENCE ENGAGEMENT & APPROPRIATENESS	Language, tone, and delivery are consistently tailored to audience needs and expectations; speaker maintains strong connection with audience.	Language and tone are mostly appropriate for the audience; speaker maintains engagement with minor lapses.	Some attempts at audience-appropriate language or engagement, but inconsistent.	Language, tone, or delivery are inappropriate or disengaged from audience.
DELIVERY & SUPPORTING MATERIAL	Delivery is confident and polished, with effective vocal expression, body language, and high-quality supporting materials that reinforce key points.	Delivery is smooth and confident with adequate support materials.	Delivery is uneven or overly reliant on notes; support materials are limited or basic.	Delivery is ineffective or distracting; supporting materials are missing or inappropriate.

DURABLE SKILL: TEAMWORK (CLASSROOM) SCORING RUBRIC

PURPOSE: THIS RUBRIC IS DESIGNED TO ASSESS TEAMWORK SKILLS AS A DURABLE SKILL WITHIN LSUA'S COMMAND YOUR CAREER PATHWAY. IT IS ADAPTABLE CAMPUS-WIDE FOR ANY ASSIGNMENT OR ACTIVITY THAT FACULTY EMBED INTO THEIR CURRICULUM ADDRESSING THIS COMPETENCY.

DIMENSION	EXEMPLARY (4)	PROFICIENT (3)	DEVELOPING (2)	BEGINNING (1)
CONTRIBUTION & RESPONSIBILITY	Consistently contributes valuable ideas and completes assigned tasks on time; actively supports team goals.	Regularly contributes and fulfills responsibilities with few reminders.	Contributes occasionally or inconsistently; sometimes requires prompting.	Rarely contributes or fulfills responsibilities; often misses deadlines or avoids tasks.
COLLABORATION & ENGAGEMENT	Actively facilitates team discussion, encourages all voices, and builds on others' ideas constructively.	Engages respectfully in team interactions and contributes to collaborative progress.	Participates with limited collaboration or engagement with teammates.	Avoids or disrupts team collaboration; shows lack of engagement.
CONFLICT RESOLUTION & CLIMATE	Proactively addresses conflict and fosters a respectful, inclusive team climate.	Manages conflict constructively and helps maintain a positive environment.	Acknowledges conflict but avoids direct resolution; supports a neutral climate.	Escalates or ignores conflict; undermines team morale.

DURABLE SKILL: USE OF TECHNOLOGY (CLASSROOM) SCORING RUBRIC

PURPOSE: THIS RUBRIC IS DESIGNED TO ASSESS THE INTEGRATION AND APPLICATION OF TECHNOLOGY AS A DURABLE SKILL WITHIN LSUA'S COMMAND YOUR CAREER PATHWAY. IT IS ADAPTABLE CAMPUS-WIDE FOR ANY ASSIGNMENT OR ACTIVITY THAT FACULTY EMBED INTO THEIR CURRICULUM ADDRESSING THIS COMPETENCY.

DIMENSION	EXEMPLARY (4)	PROFICIENT (3)	DEVELOPING (2)	BEGINNING (1)
TECHNOLOGY SELECTION & INTEGRATION	Selects and integrates advanced, appropriate tools that significantly enhance performance or communication.	Selects appropriate tools and integrates them effectively to meet task requirements.	Uses basic tools with limited alignment to task goals or audience.	Selects tools that are ineffective, unrelated, or poorly integrated.
TECHNICAL SKILL & ETHICAL USE	Demonstrates mastery of digital tools with no technical issues and models ethical, responsible use of technology.	Uses tools effectively with minor issues and generally follows ethical standards.	Shows limited proficiency; errors or lapses in ethical use are present.	Struggles to use tools; fails to observe ethical or responsible practices.
ADAPTABILITY & PROBLEM-SOLVING	Anticipates or resolves technical issues independently; or, when no issues arise, demonstrates readiness and contingency planning.	Adjusts to basic problems or tool limitations with minimal guidance.	Relies heavily on support to resolve basic issues.	Avoids addressing challenges or abandons use of tools when problems arise.

DURABLE SKILL: WRITTEN COMMUNICATION (CLASSROOM)

SCORING RUBRIC

PURPOSE: THIS RUBRIC IS DESIGNED TO ASSESS WRITTEN COMMUNICATION SKILLS AS A DURABLE SKILL WITHIN LSUA'S COMMAND YOUR CAREER PATHWAY. IT IS ADAPTABLE CAMPUS-WIDE FOR ANY ASSIGNMENT OR ACTIVITY THAT FACULTY EMBED INTO THEIR CURRICULUM ADDRESSING THIS COMPETENCY.

DIMENSION	EXEMPLARY (4)	PROFICIENT (3)	DEVELOPING (2)	BEGINNING (1)
PURPOSE, CONTEXT & CONTENT DEVELOPMENT	Demonstrates clear understanding of purpose and audience with well-developed, compelling content tailored to context.	Addresses purpose and audience with relevant content and appropriate context.	Shows basic awareness of purpose and audience; content is minimally developed or partially relevant.	Lacks clarity of purpose or audience; content is underdeveloped or unfocused.
GENRE, CONVENTIONS & EVIDENCE	Skillfully uses appropriate format, disciplinary conventions, and integrates high-quality sources effectively.	Uses expected genre and conventions with adequate evidence and citation.	Applies some conventions with limited integration of sources or evidence.	Fails to use appropriate format or conventions; sources are minimal or absent.
CLARITY, STYLE & MECHANICS	Language is polished, fluent, and virtually error-free, enhancing clarity and professionalism.	Language is mostly clear and appropriate with few distracting errors.	Writing is understandable but contains errors that sometimes distract.	Frequent errors in grammar, syntax, or spelling hinder communication.