

BSCJ Program Assessment Rubric – CRJS210

Unit 5 IP

| | <i>BSCJ Program Standards</i> | | | | |
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| | 1 | 2 | 3 | 4 | 5 |
| PLO1 Foundational Knowledge: Integrate the concepts of law enforcement, correlates of crime, due process, law and the courts, corrections, and accountability into daily operations, communications, and problem solving. | Inaccurate or insufficient identification of concepts of law enforcement, correlates of crime, due process, law and the courts, corrections, and accountability. Fails to relate information to daily operations, communications, or problem solving. | Identifies, as directed, concepts of law enforcement, correlates of crime, due process, law and the courts, corrections, and accountability; identification is accurate but incomplete. Minimal application into daily operations, communications, and problem solving. | Independently identifies concepts of law enforcement, correlates of crime, due process, law and the courts, corrections, and accountability. Applies information, as directed, in daily operations, communications, and problem solving; acceptable application into daily operations, communications, and problem solving, although not thorough. | Independently identifies and integrates concepts of law enforcement, correlates of crime, due process, law and the courts, corrections, and accountability; integration is accurate and thorough while considering multiple perspectives. Effectively applies concepts in daily operations, communications, and problem solving. | Synthesizes concepts of law enforcement, correlates of crime, due process, law and the courts, corrections, and accountability to select and apply the most appropriate information in all daily operations, communications, and problem solving. |
| GEO1 Communication: Communicate mature, well-considered ideas, arguments, or information in standard academic English. | Uses nonstandard English. Makes considerable errors in communication (grammar, spelling, punctuation, organization, nonverbal, graphics, and visuals, as appropriate) that distract from main message. Demonstrates no attention to context, audience, or purpose of assigned tasks. Arguments and information presented are unclear. | Uses basic standard English. Uses mostly correct communication (grammar, spelling, punctuation, organization, nonverbal, graphics, and visuals, as appropriate) but includes some errors that may distract from main message. Utilizes some aspects of context, audience, and purpose, as directed by assigned tasks, to communicate rudimentary arguments and information | Uses clear, standard, academic English. Includes minor errors in communication (grammar, spelling, punctuation, organization, nonverbal, graphics, and visuals, as appropriate) that do not distract from main message. Utilizes most aspects of context, audience, and purpose, as directed by assigned tasks, to communicate arguments and information effectively. | Uses clear, standard, academic English, with virtually no errors in communication (grammar, spelling, punctuation, organization, nonverbal, graphics, and visuals, as appropriate). Independently takes into account context, audience, and purpose in relation to the assigned tasks to communicate mature and well-considered arguments and information effectively. | Uses eloquent, professional language, with no errors in communication (grammar, spelling, punctuation, organization, nonverbal, graphics, and visuals, as appropriate). Demonstrates a sophisticated understanding of the context, the audience, and purpose of the assigned tasks to communicate mature and well-considered arguments and information effectively and efficiently. |