

COMMUNICATION: READING OUTCOME

OUTCOME STATEMENT: SCC graduates should be able to read actively and analytically at the college level and synthesize and apply information across disciplines.

RUBRIC: The Reading outcome consists of three major competencies (Comprehension, Analysis, and Synthesis). Achievement of the major competencies is determined by using a four-point scale. The SCC standard for proficiency is a score of “3-Satisfactory” or “4-Exemplary.” Proficiency is determined by the following rubric guidelines:

- | | |
|------------------------|--|
| Exemplary (4) | Exceeds the standard; response is excellent/skilled. |
| Satisfactory (3) | Meets the standard; response is competent/effective. |
| Below Satisfactory (2) | Approaches the standard; response shows lack of consistent competence. |
| Unsatisfactory (1) | Below the standard; response is unskilled and insufficient. |

READING COMPETENCIES: The reading rubric measures the following skills. Students should be able to:

1. Comprehend ideas and supporting details of college level reading materials by:
 - a. identifying the key question the author is addressing
 - b. identifying the author’s main purpose for writing the text
 - c. identifying the key concepts/theme of the text
 - d. distinguishing between facts and opinions that may be presented in the text
2. Analyze college level reading materials in order to interpret content by:
 - a. identifying the main conclusions of the text
 - b. identifying inferences that could be made from reading the text
 - c. summarizing the point of view represented in the text
 - d. identifying the implications/consequences of applying the text to real-life situations
3. Synthesize components of college level reading materials by:
 - a. explaining the relevance of textual evidence to the key concepts/theme
 - b. using text evidence to explain author’s tone, style, bias, or assumptions
 - c. using text evidence to explain the logic of the author’s argument

POSSIBLE ASSIGNMENTS: In order for these competencies to be assessed, assignments selected for assessment must provide opportunity for students to demonstrate the desired reading outcomes. Although reading is highly correlated to writing and oral discussion and these skills are difficult to assess as separate entities, evaluators must consider the writing and oral discussion samples based on the presence of the reading competencies only. In addition, the assignment selected to measure

student outcomes must allow for demonstration of *all* the major competencies. Assignments demonstrating these competencies could include the following:

- Responses to narrative reading material
- Responses to editorials
- Responses to information articles
- Responses to content reading material
- Responses to textbook chapters
- Journal responses
- Analyses of literature