Rubric Examples

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Writing Rubric
Johnson Community College, downloaded 12/22/04 from
http://www.jccc.net/home/depts/6111/site/assmnt/cogout/comwrite

6 = Essay demonstrates excellent composition skills including a clear and thought-provoking thesis, appropriate and effective organization, lively and convincing supporting materials, effective diction and sentence skills, and perfect or near perfect mechanics including spelling and punctuation. The writing perfectly accomplishes the objectives of the assignment.

5 = Essay contains strong composition skills including a clear and thought-provoking thesis, although development, diction, and sentence style may suffer minor flaws. Shows careful and acceptable use of mechanics. The writing effectively accomplishes the goals of the assignment.

4 = Essay contains above average composition skills, including a clear, insightful thesis, although development may be insufficient in one area and diction and style may not be consistently clear and effective. Shows competence in the use of mechanics. Accomplishes the goals of the assignment with an overall effective approach.

3 = Essay demonstrates competent composition skills including adequate development and organization, although the development of ideas may be trite, assumptions may be unsupported in more than one area, the thesis may not be original, and the diction and syntax may not be clear and effective. Minimally accomplishes the goals of the assignment.

2 = Composition skills may be flawed in either the clarity of the thesis, the development, or organization. Diction, syntax, and mechanics may seriously affect clarity. Minimally accomplishes the majority of the goals of the assignment.

1 = Composition skills may be flawed in two or more areas. Diction, syntax, and mechanics are excessively flawed. Fails to accomplish the goals of the assignment.

Revised October 2003
Subject A Scoring Guide (University of California)

In holistic reading, raters assign each essay to a scoring category according to its dominant characteristics. The categories below describe the characteristics typical of papers at six different levels of competence. All the descriptions take into account that the papers they categorize represent two hours of reading and writing, not a more extended period of drafting and revision.

Score 6

A 6 paper commands attention because of its insightful development and mature style. It presents a cogent analysis of or response to the text, elaborating that response with well-chosen examples and persuasive reasoning. The 6 paper shows that its writer can usually choose words aptly, use sophisticated sentences effectively, and observe the conventions of written English.

Score 5

A 5 paper is clearly competent. It presents a thoughtful analysis of or response to the text, elaborating that response with appropriate examples and sensible reasoning. A 5 paper typically has a less fluent and complex style than a 6, but does show that its writer can usually choose words accurately, vary sentences effectively, and observe the conventions of written English.

Score 4

A 4 paper is satisfactory, sometimes marginally so. It presents an adequate analysis of or response to the text, elaborating that response with sufficient examples and acceptable reasoning. Just as these examples and this reasoning, will ordinarily be less developed than those in 5 papers, so will the 4 paper's style be less effective. Nevertheless, a 4 paper shows that its writer can usually choose words of sufficient precision, control sentences of reasonable variety, and observe the conventions of written English.

Score 3

A 3 paper is unsatisfactory in one or more of the following ways. It may analyze or respond to the text illogically; it may lack coherent structure or elaboration with examples; it may reflect an incomplete understanding of the text or the topic. Its prose is usually characterized by at least one of the following: frequently imprecise word choice; little sentence variety; occasional major errors in grammar and usage, or frequent minor errors.

Score 2

A 2 paper shows serious weaknesses, ordinarily of several kinds. It frequently presents a simplistic, inappropriate, or incoherent analysis of or response to the text, one that may suggest some significant misunderstanding of the text or the topic. Its prose is usually characterized by at least one of the following: simplistic or inaccurate word choice; monotonous or fragmented sentence structure; many repeated errors in grammar and usage.

Score 1

A 1 paper suggests severe difficulties in reading and writing conventional English. It may disregard the topic's demands, or it may lack any appropriate pattern of structure or development. It may be inappropriately brief. It often has a pervasive pattern of errors in word choice, sentence structure, grammar, and usage.

http://www.sdcoe.k12.ca.us/score/actbank/subja.htm
<table>
<thead>
<tr>
<th>Scoring Level</th>
<th>Knowledge of Conventions</th>
<th>Clarity and Coherence</th>
<th>Rhetorical Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 - Accomplished</strong></td>
<td>In addition to meeting the requirements for a “3,” the writing is essentially error-free in terms of mechanics. Models the style and format appropriate to the assignment.</td>
<td>In addition to meeting the requirements for a “3,” writing flows smoothly from one idea to another. The writer has taken pains to assist the reader in following the logic of the ideas expressed.</td>
<td>In addition to meeting the requirements for a “3,” the writer’s decisions about focus, organization, style/tone, and content made reading a pleasurable experience. Writing could be used as a model of how to fulfill the assignment.</td>
</tr>
<tr>
<td><strong>3 - Competent</strong></td>
<td>While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the writing sample. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources.</td>
<td>Sentences are structured and word are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer’s points easy to follow.</td>
<td>The writer has made good decisions about focus, organization, style/tone, and content to communicate clearly and effectively. The purpose and focus of the writing are clear to the reader and the organization and content achieve the purpose well. Writing follows all requirements for the assignment.</td>
</tr>
<tr>
<td><strong>2 - Developing</strong></td>
<td>Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions distract the reader. Writing does not consistently follow appropriate style and/or format. Source documentation is incomplete. It may be unclear which references are direct quotes and which are paraphrased.</td>
<td>Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.</td>
<td>The writer’s decisions about focus, organization, style/tone, and/or content sometimes interfere with clear, effective communication. The purpose of the writing is not fully achieved. All requirements of the assignment may not be fulfilled.</td>
</tr>
<tr>
<td><strong>1 - Beginning</strong></td>
<td>Writing contains numerous errors in spelling, grammar, and/or sentence structure which interfere with comprehension. Style and/or format are inappropriate for the assignment. Fails to demonstrate thoroughness and competence in documentation.</td>
<td>Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.</td>
<td>The writer’s decisions about focus, organization, style/tone, and/or content interfere with communication. The purpose of the writing is not achieved. Requirements of the assignment have not been fulfilled.</td>
</tr>
</tbody>
</table>

June 6, 2002
http://www.csufresno.edu/cetl/assessment/ (click on WritingScoring.doc)
California State University, Fresno  
General Education Scoring Guide for Integrative Science

<table>
<thead>
<tr>
<th>Scoring Level</th>
<th>Science and Society</th>
<th>Basic Concepts and Fundamental Principles</th>
<th>Scientific Approach</th>
<th>Nature of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 - Accomplished</td>
<td>Develops and defends an informed position, integrating values, science, and technology.</td>
<td>Integrates and applies basic scientific concepts and principles.</td>
<td>Demonstrates comprehension of the scientific approach; illustrates with examples</td>
<td>Demonstrates scientific reasoning across multiple disciplines.</td>
</tr>
<tr>
<td>3 - Competent</td>
<td>Correctly describes perspectives concerning the scientific aspects of a societal issue.</td>
<td>Shows clear comprehension of basic scientific concepts and principles.</td>
<td>Accurately expresses concepts relating to the scientific approach</td>
<td>Interprets and relates scientific results in a way that shows a clear recognition of the nature of science.</td>
</tr>
<tr>
<td>2 - Developing</td>
<td>Recognizes the place of science in human affairs, but is unable to communicate its roles.</td>
<td>Able to state basic scientific concepts and principles.</td>
<td>Uses vocabulary related to scientific methods in a rote manner or showing simple conceptualization</td>
<td>Provides simplistic or incomplete explanations of the nature of science.</td>
</tr>
<tr>
<td>1 - Beginning</td>
<td>Does not visualize a role or need for science in human affairs.</td>
<td>Lacks understanding of basic scientific concepts and principles.</td>
<td>Shows minimal understanding of scientific methods</td>
<td>Does not distinguish between scientific, political, religious, or ethical statements.</td>
</tr>
</tbody>
</table>

http://www.csufresno.edu/cetl/assessment/ (click on IBScoring.doc)
## Writing Rubric
Northeastern Illinois University
(adapted from: Barbara Walvoord, Winthrop Univ., Virginia Community College System, Univ. of Washington)

<table>
<thead>
<tr>
<th>Quality Criteria</th>
<th>No/Limited Proficiency</th>
<th>Some Proficiency</th>
<th>Proficiency</th>
<th>High Proficiency</th>
<th>(Rating)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Thesis/Focus: (a) Originality</td>
<td>Thesis is missing</td>
<td>Thesis may be obvious or unimaginative</td>
<td>Thesis is somewhat original</td>
<td>Develops fresh insight that challenges the reader’s thinking;</td>
<td></td>
</tr>
<tr>
<td>2. Thesis/Focus: (b) Clarity</td>
<td>Reader cannot determine thesis &amp; purpose OR thesis has no relation to the writing task</td>
<td>Thesis and purpose are somewhat vague OR only loosely related to the writing task</td>
<td>Thesis and purpose are fairly clear and match the writing task</td>
<td>Thesis and purpose are clear to the reader; closely match the writing task</td>
<td></td>
</tr>
<tr>
<td>3. Organization</td>
<td>Unclear organization OR organizational plan is inappropriate to thesis. No transitions</td>
<td>Some signs of logical organization. May have abrupt or illogical shifts &amp; ineffective flow of ideas</td>
<td>Organization supports thesis and purpose. Transitions are mostly appropriate. Sequence of ideas could be improved</td>
<td>Fully &amp; imaginatively supports thesis &amp; purpose. Sequence of ideas is effective. Transitions are effective</td>
<td></td>
</tr>
<tr>
<td>4. Support/Reasoning (a) Ideas</td>
<td>Offers simplistic, undeveloped, or cryptic support for the ideas. Inappropriate or off-topic generalizations, faulty assumptions, errors of fact</td>
<td>Offers somewhat obvious support that may be too broad. Details are too general, not interpreted, irrelevant to thesis, or inappropriately repetitive</td>
<td>Offers solid but less original reasoning. Assumptions are not always recognized or made explicit. Contains some appropriate details or examples</td>
<td>Substantial, logical, &amp; concrete development of ideas. Assumptions are made explicit. Details are germane, original, and convincingly interpreted</td>
<td></td>
</tr>
<tr>
<td>5. Use of sources/Documentation</td>
<td>Neglects important sources. Overuse of quotations or paraphrase to substitute writer’s own ideas. (Possibly uses source material without acknowledgement.)</td>
<td>Uses relevant sources but lacks in variety of sources and/or the skillful combination of sources. Quotations &amp; paraphrases may be too long and/or inconsistently referenced</td>
<td>Uses sources to support, extend, and inform, but not substitute writer’s own development of idea. Doesn’t overuse quotes, but may not always conform to required style manual</td>
<td>Uses sources to support, extend, and inform, but not substitute writer’s own development of idea. Combines material from a variety of sources, incl. pers. observation, scientific data, authoritative testimony. Doesn’t overuse quotes.</td>
<td></td>
</tr>
</tbody>
</table>

[http://www.neiu.edu/~neassess/gened.htm#rubric](http://www.neiu.edu/~neassess/gened.htm#rubric)
Oral Presentation Holistic Scoring Rubric
Southeast Missouri State University


SCORE 6
Designates a Clearly Excellent speech.
A. Focus: the thesis is very clearly stated; the topic is narrowed sufficiently; the specific audience has clearly been taken into account when delivering the speech
B. Organization: the speech has a clear introduction that catches the audience’s attention effectively and is connected to the whole; effective transitions recap each main point; the conclusion effectively summarizes the speech and is related to the whole
C. Development: all main points begin with a clear topic sentence; all main and supporting points are supported by specific and highly effective examples/evidence; the main and supporting points all relate to each other
D. Style: language is memorable; language usage is felicitous; tone is appropriate
E. Delivery: eye contact is effectively established with the audience; gestures and paralinguistic cues are used to reinforce particularly important ideas; no excessive use of vocalized pauses (e.g., “ah, um”); student is extremely articulate
F. References: outside sources and incorporated logically, insightfully, and elegantly; sources are documented accurately

SCORE 5
Designates a Still Impressive speech.
A. Focus: the thesis is clearly stated; the topic is limited; the specific audience has clearly been considered when delivering the speech
B. Organization: the introduction catches the audience’s attention and is connected to the whole; transitions signal movement to another point; the conclusion is clean and related to the whole
C. Development: almost all main points begin with a clear topic sentence; the main and supporting points include concrete, specific evidence/examples; almost all the main and supporting points relate to each other
D. Style: most language is memorable; language usage is accurate; tone is appropriate
E. Delivery: eye contact is established with the audience; gestures and paralinguistic cues are mostly used to reinforce particularly important ideas; some vocalized pauses are used; student is articulate
F. References: source material is used logically and proficiently; sources are accurately documented

SCORE 4
Designates an Adequate speech.
A. Focus: the thesis is clear or clearly implicit; the topic is partially limited; it is implied that the specific audience has been considered when delivering the speech
B. Organization: the introduction and conclusion are clear and somewhat related to the whole; some transitions are used
C. Development: some main points begin with a clear topic sentence; some main and supporting points include specific evidence/examples; most main and supporting points relate to each other
D. Style: most language is somewhat memorable; language usage is correct; tone is usually appropriate
E. Delivery: eye contact with the audience is somewhat established; gestures and paralinguistic cues are sometimes used to reinforce particularly important ideas; several vocalized pauses are used; student is somewhat articulate
F. References: source material is incorporated logically and adequately; sources are documented accurately for the most part

NON-MASTERY SCORES
SCORE 3
Designates a Developing speech
A. Focus: the thesis is unclear; the topic is only partially limited; the specific audience has been partially considered when delivering the speech
B. Organization: the introduction and conclusion may be ineffective and not related to the whole; the logical plan must be inferred, as no transitions are used
C. Development: some main points have stated or implied topic sentences; some main points are supported by specific evidence/examples; some main and supporting points relate to each other
D. Style: language is not very memorable; language usage is generally accurate; tone is often inappropriate
E. Delivery: eye contact with the audience is hardly established; gestures and paralinguistic cues are seldom used to reinforce particularly important ideas; vocalized pauses are used frequently; student is not very articulate
F. References: source material is incorporated but sometimes inappropriately or unclearly; sources are documented accurately only occasionally

SCORE 2
Designates a Rudimentary speech.
A. Focus: the thesis is unclear; the topic is not limited; the specific audience has been considered vaguely when delivering the speech
B. Organization: the introduction and conclusion are ineffective and not related to the whole; the logical plan must be inferred, as no transitions are used
C. Development: few main points have stated or implied topic sentences; few main points are supported by specific evidence/examples; supporting material is imprecise, unclear, or redundant; few main and supporting points relate to each other
D. Style: language is not memorable; language usage is inaccurate; tone is inappropriate
E. Delivery: almost no eye contact with the audience; gestures and paralinguistic cues are seldom used to reinforce particularly important ideas; vocalized pauses are used frequently; student is not very articulate
F. References: source material is inappropriately or unclearly incorporated; documentation is infrequent

SCORE 1
Designates an Incoherent speech
A. Focus: the topic and thesis are unclear; no apparent attempt has been made to limit the topic; the specific audience has not been considered at all
B. Organization: no attempt has been made to compose an effective introduction or conclusion; there is no logical plan to the speech

Rubrics - 8
C. Development: main points contain no topic sentences; main points are not supported by specific examples/evidence; little or no supporting material is used; main and supporting points do not relate to each other
D. Style: language is not memorable or is confusing; language usage is inaccurate; tone is inappropriate or distracting
E. Delivery: no eye contact is made with the audience; gestures and paralinguistic cues are not used to reinforce particularly important ideas; vocalized pauses are used in abundance and distract from the overall message
F. References: source material is never incorporated or incorporated inappropriately or unclearly; documentation is inaccurate

**SCORE 0**
Designates a speech that has clearly not been developed on the assigned topic or makes no attempt to answer the given question or relate to the given topic.

This rubric is based upon the scoring rubric used by the Writing Outcomes Program at Southeast Missouri State University.
### Holistic Critical Thinking Scoring Rubric

**Facione and Facione**

<table>
<thead>
<tr>
<th>Score</th>
<th>Consistently does all or almost all of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Accurately interprets evidence, statements, graphics, questions, etc.</td>
</tr>
<tr>
<td></td>
<td>Identifies the salient arguments (reasons and claims) pro and con.</td>
</tr>
<tr>
<td></td>
<td>Thoughtfully analyzes and evaluates major alternative points of view.</td>
</tr>
<tr>
<td></td>
<td>Draws warranted, judicious, non-fallacious conclusions.</td>
</tr>
<tr>
<td></td>
<td>Justifies key results and procedures, explains assumptions and reasons.</td>
</tr>
<tr>
<td></td>
<td>Fair-mindedly follows where evidence and reasons lead.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Does most or many of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Accurately interprets evidence, statements, graphics, questions, etc.</td>
</tr>
<tr>
<td></td>
<td>Identifies relevant arguments (reasons and claims) pro and con.</td>
</tr>
<tr>
<td></td>
<td>Offers analyses and evaluations of obvious alternative points of view.</td>
</tr>
<tr>
<td></td>
<td>Draws warranted, non-fallacious conclusions.</td>
</tr>
<tr>
<td></td>
<td>Justifies some results or procedures, explains reasons.</td>
</tr>
<tr>
<td></td>
<td>Fair-mindedly follows where evidence and reasons lead.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Does most or many of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Misinterprets evidence, statements, graphics, questions, etc.</td>
</tr>
<tr>
<td></td>
<td>Fails to identify strong, relevant counter-arguments.</td>
</tr>
<tr>
<td></td>
<td>Ignores or superficially evaluates obvious alternative points of view.</td>
</tr>
<tr>
<td></td>
<td>Draws unwarranted or fallacious conclusions.</td>
</tr>
<tr>
<td></td>
<td>Justifies few results or procedures, seldom explains reasons.</td>
</tr>
<tr>
<td></td>
<td>Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Consistently does all or almost all of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others.</td>
</tr>
<tr>
<td></td>
<td>Fails to identify or hastily dismisses strong, relevant counter-arguments.</td>
</tr>
<tr>
<td></td>
<td>Ignores or superficially evaluates obvious alternative points of view.</td>
</tr>
<tr>
<td></td>
<td>Argues using fallacious or irrelevant reasons, and unwarranted claims.</td>
</tr>
<tr>
<td></td>
<td>Does not justify results or procedures, nor explain reasons.</td>
</tr>
<tr>
<td></td>
<td>Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.</td>
</tr>
<tr>
<td></td>
<td>Exhibits close-mindedness or hostility to reason.</td>
</tr>
</tbody>
</table>

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Portland State University Studies Program Holistic Critical Thinking Rubric*

Inquiry and Critical Thinking Rubric
Students will learn various modes of inquiry through interdisciplinary curricula—problem posing, investigating, conceptualizing—in order to become active, self-motivated, and empowered learners.

6 (Highest)—Consistently does all or almost all of the following:
• Accurately interprets evidence, statements, graphics, questions, etc.
• Identifies the salient arguments (reasons and claims) pro and con.
• Thoughtfully analyzes and evaluates major alternative points of view.
• Generates alternative explanations of phenomena or event.
• Justifies key results and procedures, explains assumptions and reasons.
• Fair-mindedly follows where evidence and reasons lead.
• Makes ethical judgments.

5—Does most the following:
• Accurately interprets evidence, statements, graphics, questions, etc.
• Thinks through issues by identifying relevant arguments (reasons and claims) pro and con.
• Offers analysis and evaluation of obvious alternative points of view.
• Generates alternative explanations of phenomena or event.
• Justifies (by using) some results or procedures, explains reasons.
• Fair-mindedly follows where evidence and reasons lead.

4—Does most the following:
• Describes events, people, and places with some supporting details from the source.
• Make connections to sources, either personal or analytic.
• Demonstrates a basic ability to analyze, interpret, and formulate inferences.
• States or briefly includes more than one perspective in discussing literature, experiences, and points of view of others.
• Takes some risks by occasionally questioning sources or by stating interpretations and predictions.
• Demonstrates little evidence of rethinking or refinement of one’s own perspective.

3—Does most or many of the following:
• Respond by retelling or graphically showing events or facts.
• Makes personal connections or identifies connections within or between sources in a limited way. Is beginning to use appropriate evidence to back ideas.
• Discusses literature, experiences, and points of view of others in terms of own experience.
• Responds to sources at factual or literal level.
• Includes little or no evidence of refinement of initial response or shift in dualistic thinking.
• Demonstrates difficulty with organization and thinking is uneven.

2—Does many or most the following:
• Misinterprets evidence, statements, graphics, questions, etc.
• Fails to identify strong, relevant counter arguments.
• Draws unwarranted or fallacious conclusions.
• Justifies few results or procedures, seldom explains reasons.
• Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

1 (lowest)—Consistently does all or almost all of the following:
• Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others.
• Fails to identify or hastily dismisses strong, relevant counterarguments.
• Ignores or superficially evaluates obvious alternative points of view. Argues using fallacious or irrelevant reasons and unwarranted claims.
• Does not justify results or procedures, nor explain reasons.
• Exhibits close-mindedness or hostility to reason.

X—No basis for scoring. (Use only for missing or malfunctioning portfolios.)

“Leading” involves guiding a group to achieve its goal. It does not require formal authority or power, but is more a matter of influence, integrity, spirit, and respect. Leadership quality in this course will be evaluated using the features defining the four levels shown below.

<table>
<thead>
<tr>
<th>Levels of Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1 Leadership (Beginner)</strong></td>
</tr>
<tr>
<td>• Gives an impression of reluctance or uncertainty about exercising leadership</td>
</tr>
<tr>
<td>• Focuses exclusively on the task to be accomplished without regard to the people, or focuses exclusively on the interpersonal relations and attitudes of people in the group without regard to the task</td>
</tr>
<tr>
<td>• Asks for ideas or suggestions without intending to consider them</td>
</tr>
<tr>
<td>• May show favoritism to one or more group members</td>
</tr>
<tr>
<td>• Takes the group off track</td>
</tr>
</tbody>
</table>

| **Level 2 Leadership (Novice)** |
| • Shows occasional signs of insecurity about leading, or is overly confident about own leadership skills |
| • Gives too much attention to the task or to interpersonal relations in the group |
| • Asks for ideas and suggestions but neglects to consider them |
| • Lets the group ramble or stray off track too much, or keeps the group so rigidly on track that relevant issues or concerns are ignored |
| • Has an agenda and goals for the group |

| **Level 3 Leadership (Proficient)** |
| • Looks comfortable and confident in exercising leadership duties |
| • Circulates a prepared agenda in advance |
| • Balances the need for task accomplishment with the needs of individuals in the group |
| • Listens actively and shows understanding by paraphrasing or by acknowledging and building on others’ ideas |
| • Shows respect to all group members |
| • Shares information openly |
| • Assigns tasks by seeking volunteers, delegating as needed |
| • Checks for agreement, acceptance, buy-in |
| • Gives recognition and encouragement |

| **Level 4 Leadership (Advanced)** |
| All of the positive features of proficient leadership, plus: |
| • Engages all group members |
| • Keeps the group on track by managing time, providing coaching or guidance, using humor, or resolving differences, as needed |
| • Intervenes when tasks are not moving toward goals |
| • Involves the group in setting challenging goals and planning for their accomplishment |
| • Helps others to provide leadership |
“Connecting” is the essence of creative problem solving, shown in synthesizing knowledge within and across courses, integrating theory and practice, linking academic and life experiences, and relating one’s self and culture to diverse cultures within the U.S. and globally. The quality of connections made in course assignments will be evaluated using the features defining the four levels shown below.

<table>
<thead>
<tr>
<th>Levels of Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bowling Green University, <a href="http://www.bgsu.edu/offices/provost/Assessment/Connect.htm">http://www.bgsu.edu/offices/provost/Assessment/Connect.htm</a></strong></td>
</tr>
</tbody>
</table>

**Level 1 Connection (Beginner)**
- Describe similarities and differences in a collection or set of items
- Categorize items or observations into groups
- Recognize simple links among topics or concepts in a course
- Offer accurate definitions of terms and concepts
- Describe the setting (e.g., context, environment, culture, domain) in which connections are being made

**Level 2 Connection (Novice)**
- Organize groups of items into ordered collections and specify the organizing principle(s)
- Recognize links among topics and concepts presented in different courses
- Relate and use information from other courses or experiences in the current setting
- Formulate generalizations about collections or sets of items
- Distinguish concrete and abstract representations
- Identify disciplinary concepts (theories, frameworks) and instances of their application

**Level 3 Connection (Proficient)**
- Use disciplinary frameworks and concepts to illuminate relationships among apparently diverse items
- Examine phenomena from multiple viewpoints, both concretely and abstractly
- Specify the limits or boundaries within which generalizations apply
- Apply abstract academic knowledge to solve concrete practical problems

**Level 4 Connection (Advanced)**
- Identify ways to reconcile diverse or conflicting priorities, viewpoints, or options.
- Call attention to something that has not been adequately noticed by others (e.g., a subtle or deep relationship, novel findings or interpretations, the context or frame of reference)
- Apply frameworks from multiple domains of knowledge and practice to create something (e.g., business plan, musical composition, thesis, capstone paper, research project)
- Integrate diverse elements into a product, performance or artifact that fits its context coherently

Rubrics - 14
“Participating” is a matter of active engagement, rather than passive observation, and is shown through working effectively in diverse groups and teams, as well as through cooperation and respect for others. Participation quality in this course will be evaluated using the features defining the four levels shown below.

<table>
<thead>
<tr>
<th>Level 1 Participation (Beginner)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Little or no advance preparation</td>
</tr>
<tr>
<td>• Lets others set and pursue the agenda</td>
</tr>
<tr>
<td>• Observes passively and says little or nothing</td>
</tr>
<tr>
<td>• Responds to questions</td>
</tr>
<tr>
<td>• Gives the impression of wanting to be somewhere else</td>
</tr>
<tr>
<td>• Attendance record is haphazard and inconsistent; may be absent or late without notice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 2 Participation (Novice)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Moderately prepared in advance</td>
</tr>
<tr>
<td>• Takes some part in setting group goals and agendas</td>
</tr>
<tr>
<td>• Participates in discussions, letting others provide the direction</td>
</tr>
<tr>
<td>• Occasionally introduces information or asks questions</td>
</tr>
<tr>
<td>• If likely to be absent or late, informs others ahead of time and arranges to cover own responsibilities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3 Participation (Proficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Well prepared in advance</td>
</tr>
<tr>
<td>• Takes a large part in setting group goals and agendas</td>
</tr>
<tr>
<td>• Actively participates in discussion and asks questions</td>
</tr>
<tr>
<td>• Listens actively and shows understanding by paraphrasing or by acknowledging and building on others’ ideas</td>
</tr>
<tr>
<td>• Volunteers willingly and carries own share of the group’s responsibilities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 4 Participation (Advanced)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All of the markers of proficient participation, plus:</td>
</tr>
<tr>
<td>• Draws out ideas or concerns of others, especially those who have said little</td>
</tr>
<tr>
<td>• Re-visits issues or ideas that need more attention</td>
</tr>
<tr>
<td>• Helps the group stay on track</td>
</tr>
<tr>
<td>• Summarizes group decisions and action assignments</td>
</tr>
</tbody>
</table>
Levels of Presentation
Bowling Green University, http://www.bgsu.edu/offices/provost/Assessment/Present.htm

“Presenting” requires fluency not only in English or another language, but often also in other symbol systems, such as logical, mathematical, visual, spatial, musical, electronic, or gestures and movements. Speaking quality for course presentations will be evaluated using the features defining the four levels shown below.

<table>
<thead>
<tr>
<th>Level 1 Presenting (Beginner)</th>
<th>Ill-defined or no announced purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unfocused sense of audience</td>
<td></td>
</tr>
<tr>
<td>Inadequate organization and/or development</td>
<td></td>
</tr>
<tr>
<td>Inappropriate or insufficient details to support ideas</td>
<td></td>
</tr>
<tr>
<td>Does not demonstrate understanding of topic beyond a surface level</td>
<td></td>
</tr>
<tr>
<td>Looks only at notes or away from audience</td>
<td></td>
</tr>
<tr>
<td>Vocal qualities (pace, inflection, volume, enunciation) distract from the content</td>
<td></td>
</tr>
<tr>
<td>Lacks interest in the topic</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 2 Presenting (Novice)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vague purpose or multiple purposes</td>
</tr>
<tr>
<td>Sense of audience wavers</td>
</tr>
<tr>
<td>Evident but inconsistent development</td>
</tr>
<tr>
<td>Does not advance an argument with adequate support</td>
</tr>
<tr>
<td>Demonstrates some understanding of the topic, but does make connections among ideas</td>
</tr>
<tr>
<td>Little eye contact is made with audience</td>
</tr>
<tr>
<td>Vocal qualities (pace, inflection, volume, enunciation) interfere with the content</td>
</tr>
<tr>
<td>Shows some interest for the topic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3 Presenting (Proficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expresses a clear, coherent thesis</td>
</tr>
<tr>
<td>Sticks to the purpose and provides adequate transitions among ideas</td>
</tr>
<tr>
<td>Moves beyond surface understanding and demonstrates facility with topical and disciplinary knowledge and vocabulary</td>
</tr>
<tr>
<td>Advances argument with sound evidence and references</td>
</tr>
<tr>
<td>Appropriate eye contact is made with audience</td>
</tr>
<tr>
<td>Vocal qualities (pace, inflection, volume, enunciation) support the content</td>
</tr>
<tr>
<td>Shows enthusiasm for topic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 4 Presenting (Advanced)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insightful, creative or skillfully presented purpose</td>
</tr>
<tr>
<td>Awareness of audience demonstrated through form, language, and presence</td>
</tr>
<tr>
<td>Effective organization contributes to full development of presentation</td>
</tr>
<tr>
<td>Innovatively or expertly advances the presentation with well-researched evidence and documentation</td>
</tr>
<tr>
<td>Eye contact is used to gauge reactions and understanding</td>
</tr>
<tr>
<td>Vocal qualities (pace, inflection, volume, enunciation) reinforce and animate the content</td>
</tr>
<tr>
<td>Creates enthusiasm about topic in others</td>
</tr>
</tbody>
</table>
**Levels of Investigation**

“Investigate” calls attention to systematic processes of exploring issues, collecting and analyzing evidence, and making informed judgments. Investigation quality for course assignments will be evaluated using the features defining the four levels shown below.

### Level 1 Investigation (Beginner)
- Questions and goal(s) of investigation not stated clearly or appropriately (e.g., may be too broad, superficial, specific, and/or at a structural level)
- Few, inappropriate, or irrelevant sources reviewed for background information
- Review of background information does not aid in answering question(s) and goal(s) of current project
- Method of investigation not discussed or described poorly
- Strategy for analysis not outlined or outlined poorly
- Does not distinguish facts from opinions
- Offers basic description of background research, but no evaluation, conclusion, or extension of this research

### Level 2 Investigation (Novice)
- Questions and goal(s) of investigation stated with sufficient, general focus
- Multiple sources (mostly relevant) used for background information
- Surface level of evaluation is offered, with only confirmatory (and no disconfirmatory) evidence to support ideas
- Method of investigation is described, but is flawed or unrealistic
- Strategy for analysis is discussed, but incomplete
- Facts are separated from opinions
- Reasonable but limited inferences and conclusions drawn from background information

### Level 3 Investigation (Proficient)
- Questions and goal(s) of project stated explicitly, with appropriate focus
- Multiple relevant sources searched for background information
- Sufficient number of sources to provide a representative depiction of relevant background information
- Review of background information considers both confirming and disconfirming evidence
- Method of investigation sufficient to answer all research questions
- Analysis strategy is direct, competent, and appropriate
- Conclusions are based on the results of the analysis, as a logical extension of the findings, or demonstrating an understanding of theory as well as how to apply it to current project

### Level 4 Investigation (Advanced)
All of the positive features of proficient investigation, plus:
- Questions and goal(s) of investigation are original, reflecting an in-depth knowledge of content area, and consider an issue(s) that previous investigations did not address
- Review of background information considers both confirmatory and disconfirmatory evidence of ideas, and refutes competing explanations of findings
- Possible multiple methods of investigation sufficient to answer all research questions and reflects a sophisticated understanding of investigative processes
- Analysis strategy has depth and may consider material from content areas outside of main focus of questions and goal(s) of project
- Convincing conclusions are drawn from current investigation and generalizations to related areas are proposed (demonstrates an understanding of theory as well as how to apply it beyond the current project
California State University, Long Beach Analytical Writing Rubric
http://www.csulb.edu/divisions/aa/personnel/fcpd/resources/ge/

This rubric is designed to make clear the grading process for written communication by informing you, the writer, what key elements are expected by the university in a “good” piece of written work.

Your written work will be evaluated by the criteria below in order to give you specific feedback to help guide your development as a writer. Your writing will not be graded point by point by these items; it will be graded for its overall quality.

<table>
<thead>
<tr>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The purpose and focus are clear and consistent.</td>
</tr>
<tr>
<td>2. The main claim is clear, significant, and challenging.</td>
</tr>
<tr>
<td>3. Organization is purposeful, effective, and appropriate.</td>
</tr>
<tr>
<td>4. Sentence form and word choice are varied and appropriate.</td>
</tr>
<tr>
<td>5. Punctuation, grammar, spelling, and mechanics are appropriate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Information and evidence are accurate, appropriate, and integrated effectively.</td>
</tr>
<tr>
<td>7. Claims and ideas are supported and elaborated.</td>
</tr>
<tr>
<td>8. Alternative perspectives are carefully considered and represented.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Connections between and among ideas are made.</td>
</tr>
<tr>
<td>10. Analysis/synthesis/evaluation/interpretation are effective and consistent.</td>
</tr>
<tr>
<td>11. Independent thinking is evident.</td>
</tr>
<tr>
<td>12. Creativity/originality is evident.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment Specific Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Responds to all aspects of the assignment.</td>
</tr>
<tr>
<td>15. Considers the appropriate audience/implied reader.</td>
</tr>
</tbody>
</table>

**Overall Evaluation**

- [ ] Excellent  
- [ ] Competent  
- [ ] Not Acceptable

Grade ______

**Comments**
SUNY Geneseo General Education Rubrics
http://gened.geneseo.edu/pdfs/assess_tools_revised.pdf

Social Science Rubric

<table>
<thead>
<tr>
<th></th>
<th>METHODS OF SOCIAL SCIENCE</th>
<th>KNOWLEDGE OF SOCIAL SCIENCE</th>
<th>KNOWLEDGE OF PUBLIC ISSUES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Hypothesis Development, Document Analysis, Observation, Experiment, Measurement, Statistical Analysis, or Interpretative Analysis</em></td>
<td><em>Major Social Science Concepts, Major Social Science Models, Major Social Science Concerns</em></td>
<td><em>Social Issues, Political Issues, Economic Issues, Moral Issues</em></td>
</tr>
<tr>
<td><strong>4 Exceeding</strong></td>
<td>The student demonstrated a clear understanding of the relative merits of at least two of the methods used by social scientists.</td>
<td>The student demonstrated a clear understanding of the relative merits of at least two social science models.</td>
<td>The student demonstrated a clear understanding of the social, political, economic, or moral aspects of at least two public issues.</td>
</tr>
<tr>
<td><strong>3 Meeting</strong></td>
<td>The student demonstrated a clear understanding of at least one of the methods used by social scientists.</td>
<td>The student demonstrated a clear understanding of at least one social science model.</td>
<td>The student demonstrated a clear understanding of the social, political, economic, or moral aspects of at least one public issue.</td>
</tr>
<tr>
<td><strong>2 Approaching</strong></td>
<td>The student could distinguish between the methods of social science and other liberal arts disciplines, but failed to clearly describe even one social science method.</td>
<td>The student could distinguish between the concepts, models, and concerns of social science and those of other liberal arts disciplines, but misunderstood important elements of this social science knowledge.</td>
<td>The student could express the social, political, economic, or moral aspects of a public issue, but overlooked important aspects or made questionable judgments.</td>
</tr>
<tr>
<td><strong>1 Not Meeting</strong></td>
<td>The student could not distinguish between the methods of social science and other liberal arts disciplines.</td>
<td>The student could not distinguish between the concepts of social science and other liberal arts disciplines.</td>
<td>The student could not express the social, political, economic, or moral aspects of a public issue.</td>
</tr>
</tbody>
</table>
## Fine Arts Rubric

<table>
<thead>
<tr>
<th>Exceeding 4</th>
<th>Portfolio/ Performance</th>
<th>Craftsmanship</th>
<th>Interpretation / Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student will demonstrate an understanding of the principles and elements used in the art form under study, and demonstrate sensitivity to, and creativity with the medium chosen. The work produced will demonstrate <strong>high quality</strong>, and be presented in a professional manner.</td>
<td>The student will demonstrate <strong>exemplary</strong> knowledge of a variety of techniques which can be used in working with their chosen art form. Demonstration of new insights and working methods, and some historic knowledge of the uses and development of the medium chosen is essential.</td>
<td>Students will demonstrate an <strong>exemplary</strong> ability to analyze and interpret the art form under study. In this, the student will demonstrate <strong>excellent</strong> understanding of this form at a high level.</td>
</tr>
<tr>
<td>Meeting 3</td>
<td>The student will demonstrate an understanding of the principles and elements used in the art form under study, and demonstrate sensitivity to, and creativity with the medium chosen. The work produced will demonstrate <strong>medium quality</strong>, and be presented in a somewhat professional manner.</td>
<td>The students will demonstrate <strong>proficient</strong> knowledge of a variety of techniques which can be used in working with their chosen art form. He or she will indicate knowledge of some new insights and working methods, and some historic knowledge of the uses and development of the medium chosen.</td>
<td>Students will demonstrate <strong>proficient</strong> ability to analyze and interpret the form under study. In this, the student will demonstrate a <strong>good</strong> understanding of this art form at a medium level.</td>
</tr>
<tr>
<td>Approaching 2</td>
<td>The student demonstrates an understanding of the principles and elements used in the art form under study, and demonstrate some sensitivity to, and creativity with the medium chosen. The work produced will demonstrate a <strong>developing quality</strong>, and be presented in an acceptable manner.</td>
<td>The student will demonstrate <strong>developing</strong> knowledge of a variety of techniques which can be used in working with their chosen art form. He or she will also demonstrate some insights and working methods, and some historic knowledge of the uses and development of the medium chosen.</td>
<td>Students will demonstrate an <strong>developing</strong> ability to analyze and interpret the art form under study. In this, the student will demonstrate understanding of this art form at <strong>beginning</strong> level.</td>
</tr>
<tr>
<td>Not Meeting</td>
<td>The student will</td>
<td>The student demonstrates</td>
<td>Students will</td>
</tr>
<tr>
<td></td>
<td>demonstrate occasionally an understanding of the principles and elements used in the art under study, but will have difficulty demonstrating sensitivity to, and creativity with the medium chosen. The work produced will be of sub-standard quality, and be presented in a nonprofessional manner.</td>
<td>deficient knowledge of a variety of techniques which can be used in working with their chosen art form. He or she does not demonstrate new insights and working methods, and has insufficient historic knowledge of the uses and development of the medium chosen.</td>
<td>demonstrate deficiencies in their ability to analyze and interpret the art form under study. In this, student will demonstrate an insufficient understanding of this form at any level.</td>
</tr>
</tbody>
</table>
A. Communication

Students will communicate effectively in many different situations, involving diverse people and viewpoints.

1. **Listening**: Students will listen actively and respectfully to analyze the substance of others' comments.

   **Beginner**
   - Avoid interrupting the speaker.
   - Summarize speaker's main points when called upon to do so.
   - Integrate the message into his or her own frame of reference.
   - Anticipate forthcoming points.

   **Developed**
   - Develop a framework for organizing the message.
   - Differentiate between relevant information and information requiring further explanation or analysis.
   - Take notes paraphrasing salient points.
   - Ask clarifying questions.

   **Accomplished**
   - Differentiate between denotation and connotation; recognize irony, metaphorical language, and intentionally misleading language.
   - Develop a framework for organizing the message.
   - Summarize the speaker's purpose.
   - Identify the relative importance of parts of the message and their relevance.
   - Identify and evaluate evidence used to support specific claims.

2. **Speaking**: Students will speak in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion.

   **Beginner**
   - Use brief opening and closing remarks.
   - Clearly state and address an assigned topic.
   - Develop a number of points appropriate to the time allowed.
   - Express key points understandably.

   **Developing**
   - Establish eye contact with the audience.
   - Avoid distracting physical actions and mannerisms.
   - Speak understandable and clearly audible Standard English.
   - Avoid repeated phrases or utterances irrelevant to the message.
   - Develop a clear thesis.
   - Use rhetorically appropriate opening and closing remarks.
   - Differentiate points and move coherently from one point to another.
   - Use supporting and interest material suited to the audience.

   **Accomplished**
   - Pay attention to the audience and speak directly to the listeners.
- Use appropriate gestures and facial expressions.
- Support a clear thesis, with supporting points, that move to a conclusion.
- Use concrete and sophisticated supporting material.
- Use audio-visual support, where it is called for, without creating distractions.

3. **Reading:** Students will read effectively and analytically and will comprehend at the college level.

   **Beginner**
   - Correctly decode vocabulary at the 13th grade-level.
   - Understand and accurately summarize the major points of reading material.
   - Learn specialized vocabulary through reading and use that vocabulary appropriately.

   **Developing**
   - Develop a framework for organizing the text and relating it to his or her own frame of reference.
   - Correctly decode vocabulary appropriate to the reading material of one or more disciplines.
   - Understand, summarize, and apply the major points of non-specialized and some specialized reading material.
   - Diagnose some reading deficiencies and independently resolve them and seek aid in resolving others.

   **Accomplished**
   - Accurately summarize non-specialized and specialized reading material in two or more disciplines.
   - Diagnose most reading deficiencies and independently resolve them.
   - Develop a framework for organizing the meaning of a written text.
   - Summarize the writer's purpose and the connection of the components to it.
   - Differentiate between denotation and connotation, recognizing irony, metaphorical language, and intentionally misleading language.
   - Identify the relative importance of parts of the text and their relevance.
   - Identify and evaluate evidence used to support specific claims.

4. **Writing:** Students will write in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion.

   **Beginner**
   - Write an essay or narrative of several paragraphs that they can read aloud understandably.
   - Distinguish sentences within paragraphs, capitalizing the first word of a sentence and ending it with terminal punctuation.
   - Write paragraphs that develop a main point.
   - Produce a text in which paragraphs have a logical relationship to one another.

   **Developing**
   - Write an essay or narrative that moves toward a clear conclusion or thesis.
   - Write paragraphs that usually state and develop a clear point.
   - Support claims with evidence that is relevant and reasonable.
   - Diagnose some errors in usage, spelling, and grammar, correcting some independently and seeking aid in correcting others.
   - Express ideas in specific, concrete language and develop some specific examples.
• Substantially revise a piece of writing to achieve greater clarity, persuasiveness, or vividness.

**Accomplished**
• Develop a clear, significant, and complete thesis statement in an essay or narrative.
• Support claims by presenting credible and persuasive evidence.
• Develop and explain points in clear, specific language, providing concrete referents for key concepts that the audience can easily understand.
• Diagnose errors in spelling, usage, and grammar, correcting most independently and seeking aid in correcting others.

**B. Cognition**
Students will think logically and critically in solving problems; explaining their conclusions; and evaluating, supporting, or critiquing the thinking of others.

2. **Problem Solving:** Students will identify and analyze real or potential problems and develop, evaluate, and test possible solutions, using the scientific method where appropriate.

**Beginner**
• Can identify problem types.
• Relies on standardized solution methods, rather than guesswork or intuition.
• Understands the level of complexity of a problem.

**Developing**
• Focuses on difficult problems with persistence.
• Can work independently with confidence.
• Sees the real world relevance of problem.
• Provides a logical interpretation of the data.

**Accomplished**
• Achieves, clear, unambiguous conclusions from the data.
• Employs creativity in the search for a solution.
• Recognizes and values alternative problem solving methods, when appropriate.

3. **Creative Thinking:** Students will formulate ideas and concepts in addition to using those of others.

**Beginner**
• Reads materials carefully.
• Recognizes differences between fact and opinion.
• Understands issues under consideration.

**Developing**
• Considers implications of data, patterns, ideas, and perspectives.
• Clearly outlines thoughts and considers issues, facts, formulas, and procedures appropriate to the discipline.
• Employs data from other disciplines.
• Demonstrates open-mindedness.

**Accomplished**
• Perseveres through complex issues and problems.
• Draws well-supported, logical conclusions.
• Uses a logical chain of thought when defending view.
- Eager to share understandings and exhibits confidence in conclusions.

4. **Quantitative Reasoning:** Students will use college-level mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms.

**Beginner**
- Identify the quantities that are involved in the issue.
- Identify the quantities that need to be addressed in analyzing the issue.
- Make a prediction about the solution of the issue. (For example, the interest paid will be between $50 and $100.)
- Check the guess or solution against the issue. Refine the guess, if necessary.

**Developing**
- Have a clear understanding of the issue and be able to restate it in one's own words.
- Make a list of known facts related to the issue.
- Make a list of information that could be helpful in finding a solution to the issue.
- Make a logical guess about the solution.
- Check the guess or solution against the issue. Refine the guess, if necessary.
- Identify the different mathematical units involved in the issue.
- Identify the relation between the different mathematical units involved.
- Identify the mathematical units involved in the solution.

**Accomplished**
- Be able to explain why or why not a solution make sense.
- Use the logical skills, and develop a strategy to find solutions to the issue.
- Carry out the strategies and develop solutions to the issue.
- Check the solutions against the issue.
- Interpret the solutions in the context of the issue.
- Justify the solution by giving practical and logical reasons.

5. **Transfer of Knowledge and Skills to a New Context:** Students will apply their knowledge and skills to new and varied situations.

**Beginner**
- Read the material carefully, or contemplates the situation carefully.
- Identify what the final solution should determine.
- Identify a few intermediate steps required that connects previous material to the new context.

**Developing**
- Read the material carefully, or contemplates the situation carefully.
- Identify what the final solution should determine.
- Identify some intermediate steps required that connects previous material to the new context.
- Be able to bring other resources to bear on the solution.
- Be able to see problem or challenge in a wider context.
- Recognize basic patterns from prior context that are applicable to new context.

**Accomplished**
- Read the material carefully, or contemplates the situation carefully.
- Identify what the final solution should determine.
- Identify all intermediate steps required that connects previous material to the new context.
- Be able to bring other resources to bear on the solution.
- Be able to see problem or challenge in a wider context.
- Recognize basic patterns from prior context that are applicable to new context.
- Arrive at solution expeditiously.
- Create complex analogies between new and old context.
- Go beyond solving the problem at hand to optimizing the process in a new environment or situation.

**C. Information Competency**

Students will use printed materials, personal communications, observation, and electronic resources to find and evaluate information.

2. **Technological Competency:** Students will use technological applications to find, organize, and present information effectively.

**Beginner**
- Define and articulate the need for information that is appropriate to complete a specific college-level research project or paper.
- Match the information requirement with the appropriate resources, such as: format type; primary and secondary information; current and historical information; information representing various points of view; and scholarly versus popular press.
- Construct and implement search strategies appropriate for a variety of retrieval systems, including: online catalogs; periodical databases; statistical databases; online reference tools; and World Wide Web search tools.

**Developing**
- Organize and evaluate information from multiple sources based on usefulness, reliability, validity, accuracy, authority, timeliness, and point of view or bias.
- Read the selected texts, recognize main ideas with supporting details, and will synthesize the information obtained to meet the needs of a college-level assignment.
- Compile a discipline-appropriate bibliography of sources obtained through their research at the beginner level.

**Accomplished**
- Successfully complete a college-level research paper utilizing a word processing program, and other necessary software, such as a spreadsheet, data base management program, or graphics program.
- Successfully discuss, present and preserve the research findings using a variety of media, including presentation software and CD recorder.
- Successfully publish the final product of a research project on the Internet with software that may include multimedia recording and presentation capabilities.

**D. Social Interaction**
Students will interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values.

1. **Teamwork:** Students will participate effectively in teams, committees, task forces, and in other group efforts to make decisions and seek consensus.

   **Beginner**
   - Joins a group cooperatively.
   - Acknowledge members of the group.
   - Listens attentively to members of the group.
   - Be prepared and reliable members of the group.
   - Contribute to the end product of the group.

   **Developing**
   - Give input and/or recommendations confidently.
   - Complete assigned tasks in a timely fashion.
   - Respect differing points of view.
   - Agree on group priorities, goals and procedures.
   - Help to build a consensus.

   **Accomplished**
   - Take an active position in group by assigning tasks and/or speaking for the group.
   - Take responsibility for end product that reflects the minority as well as the majority conclusions of the group.
   - Encourage and acknowledge the work of other group members.

**F. Personal Development and Responsibility**

Students will develop individual responsibility, personal integrity, and respect for diverse people and cultures.

1. **Self-management:** Students will demonstrate habits of intellectual exploration, personal responsibility, and physical well being.

   **Beginner**
   - Demonstrates personal responsibility through generally good attendance, punctuality, and performance of required tasks.
   - Monitors the quality of his/her own acceptance of responsibility and responds to advice or counseling where appropriate.
   - Participates in the development of a personal educational plan by interacting with staff and others in shaping and refining his/her educational goals and strategies for achieving them.

   **Developed**
   - Demonstrates an understanding of the role of physical well being in achieving educational and personal goals.
   - Participates in the development of a personal academic portfolio to document her/his educational growth and her/his habits of intellectual exploration.

   **Accomplished**
   - Develops and maintains an on-line portfolio to document his/her educational growth and habits of intellectual exploration.
• Selects institutions to which she/he wants to apply for admission, employment, or some other professional consideration.
• Identifies appropriate contact within the institution to send portfolio to.
• Sends electronic portfolio to institutions, including a cover letter addressed to a specific contact within the institution.

3. **Respect for Diverse People and Cultures:** Students will interact respectfully in groups whose membership includes such diverse human traits as language, culture, and physical ability.

**Beginner**
• Identifies and describes the aspects of a number of cultures, including their own.
• Can work in diverse groups when given the opportunity.
• Appreciates the variety of U.S. residents.
• Is familiar with the historical struggle for equality and justice in the U.S.

**Developed**
• Identifies many cultural and linguistic backgrounds and reflects upon cultural and linguistic prejudice.
• Understands cultural, linguistic and physical differences.
• Interacts respectfully with others in the classroom, including his/her instructor.

**Accomplished**
• Strives to be understanding and respectful, when working in groups with people who have diverse cultural and linguistic backgrounds and different physical abilities.
• Proactively and compassionately influences others to respect diverse people and cultures.
University of South Carolina
General Education Assessment Criteria—Humanities/Cultural
http://ipr.sc.edu/effectiveness/assessment/criteria/humcultl.htm

Goal 1
Students will demonstrate an understanding of the historical development of culture over time and its relation to the present.

Objective A. Students will demonstrate understanding of the construction of history and how history is written.
4 OUTSTANDING
Understands the existence of various perspectives on any historical event, the processes that contribute to inclusions or exclusion of those perspectives on written histories, and articulates the relationship of "official" histories to subsequent historical developments and to historical understanding.
3 EFFECTIVE
Understands the existence of more than one perspective on any historical event, the processes that contribute to inclusions or exclusion of those perspectives on written histories, and the relationship of "official" histories to subsequent developments.
2 ADEQUATE
Understands the existence of more than one perspective on any historical event and the processes that contribute to inclusion or exclusion of perspectives.
1 INEFFECTIVE
Assumes a single point of view for any historical event.

Objective B. Students will understand broad outlines of history and make accurate connections between developments separated in time or place.
4 OUTSTANDING
Knows major chronologies and patterns of historical developments of Western and some non-Western culture and their relationships; understands and articulates historical relationships of developments within and across cultures.
3 EFFECTIVE
Knows major patterns of historical developments of Western cultures and is aware of non-Western cultures; understands and accurately articulates relationships of historical developments within Western cultures.
2 ADEQUATE
Knows general chronologies and patterns of historical developments of Western cultures; understands relationships between disparate events.
1 INEFFECTIVE
Knows about some historical events; perceives them as isolated rather than related.

Objective C. Students will demonstrate the ability to recognize the contribution of historical antecedents to the understanding of current personal, social, and political situations and developments.
4 OUTSTANDING
Understands relevance of history to current global situations and accurately articulates relevant historical antecedents of particular recent events.

3 EFFECTIVE
Understands the relevance of history to understanding present developments in the Western world and articulates appropriate connections.

2 ADEQUATE
Within a limited geographical or historical context, recognizes antecedents of present in past and articulates several connections accurately.

1 INEFFECTIVE
Perceives current social and political developments as framed only in the recent past.

Goal 2
Students will become familiar with the diversity of a global culture marked by racial, ethnic, gender and regional differences.

Objective A. Students will demonstrate the ability to recognize multiple perspectives and appreciate perspectives which produce a world-view different from one's own.

4 OUTSTANDING
Recognizes differing perspectives on contemporary issues both globally and within the United States; is aware of limits of own perspective; understands several sources of diversity and the possible differences in values and behaviors and interpretations of events in American culture; articulates relationship of other perspectives to understanding of self.

3 EFFECTIVE
Recognizes differing perspectives on contemporary issues within the United States; is aware of limits of own perspective; understands several sources of diversity and the possible differences in values and behaviors and interpretations of events in American culture; articulates relationship of other perspectives to understanding of self.

2 ADEQUATE
Recognizes at least one differing perspective on contemporary issues within the United States; is aware of limits of own perspective; understands sources of this difference and the diversity in values and behaviors and interpretations of events which result; articulates relationship of other perspectives to understanding of self.

1 INEFFECTIVE
Avoids recognition of differing perspectives on contemporary issues within the United States; is unaware of limits of own perspective; considers events from own point of view; devalues differences in behavior or cultures and interpretations of events which result; sees no relationship of other perspectives to understanding of self.

Goal 3
Students will communicate orally (with the exception of Latin and Ancient Greek) and in writing in another language.

Objective A. Students will demonstrate the ability to read in one foreign language and comprehend the topic and main ideas in written texts.
Objective B. Students will demonstrate the ability to understand spoken discourse and converse in a foreign language on familiar subjects.

4 OUTSTANDING
See explanations of foreign language proficiency placement and testing program in the University Bulletin.

3 EFFECTIVE

2 ADEQUATE

1 INEFFECTIVE

Goal 4
Students will demonstrate an understanding of the contribution of the literary, visual or performing arts and their cultural context and express informed personal responses to artistic creations.

Objective A. Students will demonstrate the ability to develop an aesthetic response to at least one of the arts.

4 OUTSTANDING
Knows the major forms of several of the arts and articulates an aesthetic response to artistic works using appropriate concepts and relevant information; carefully observes and accurately describes the elements of the work and their relationship to its overall design or structure; articulates the understanding of aesthetic uses of its medium.

3 EFFECTIVE
Knows the major forms of one of the arts and articulates an aesthetic response to artistic works using appropriate concepts and relevant information; carefully observes and accurately describes the elements of the work and their relationship to its overall design or structure; articulates the understanding of aesthetic uses of its medium.

2 ADEQUATE
Knows several forms of one of the arts and articulates an aesthetic response to an artistic work using appropriate concepts and relevant information; observes and describes the main elements of the work and their relationship to its overall design or structure.

1 INEFFECTIVE
Knows several forms of one of the arts; knows some relevant information but neither observes and describes the main elements of the work nor sees their relationship to its overall design or structure.

Goal 5
Students will demonstrate an understanding of the contribution of the literary, visual or performing arts and their cultural context and express informed personal responses to artistic creations.

Objective B. Student expresses a personal response to works of art using appropriate concepts and relevant information.

4 OUTSTANDING
Responds to the expressive qualities of the arts and recognizes particular elements of the work and reactions to them; expresses an informed personal response to artistic works using relevant information and relating personal responses to the work(s) to understanding of self or others.
3 EFFECTIVE
Responds to the expressive qualities of the arts; expresses an informed personal response to of the arts using relevant information and relating, the personal responses to the work(s) to understanding of self or others.

2 ADEQUATE
Responds to works of art and expresses a personal response to the work(s) using relevant information and personal observations.

1 INEFFECTIVE
Does not express a personal response to artistic works.

Goal 6
Students will demonstrate an understanding of the contribution of the literary, visual or performing arts and their cultural context and express informed personal responses to artistic creations.

Objective C. Students can relate art to the wider cultural context from which it emerges.

4 OUTSTANDING
Understands the interaction of cultural context, artists' lives, and their works, including conditions which contribute to perceptions of what is art, and the historical development of the philosophy and techniques of the arts; interprets the contribution of artist(s) or art works in relation to values and assumptions of place, time, and the broader culture from which the arts emerge.

3 EFFECTIVE
Understands the interaction of cultural context, artists' lives, and their works; including conditions which contribute to perceptions of what is art and historical patterns of artistic techniques; interprets the contribution of artist(s) or art works in relation to values and assumptions of place, time, and the broader culture from which the arts emerge.

2 ADEQUATE
Understands the interaction of cultural contexts, artists' lives and their works; interprets artistic creations in relation to values and assumptions of particular place, time and culture from a work of art emerges.

1 INEFFECTIVE
Understands that there is an interaction of art and cultural context but cannot interpret arts in their broader cultural context.

Goal 7
Students will integrate insights from several disciplines and apply them to value choices and ethical decisions.

Objective A. Students will demonstrate the ability to identify ethical dilemmas in a variety of contexts.

4 OUTSTANDING
Identifies and accurately describes complex ethical dilemmas from life situations and theoretical scenarios.
3 EFFECTIVE
Identifies and describes complex ethical dilemmas in scenarios derived from everyday life situations.

2 ADEQUATE
Identifies and describes simple ethical dilemmas in scenarios derived from everyday life situations and from theoretical works.

1 INEFFECTIVE
Has difficulty in identifying and describing even simple ethical dilemmas in scenarios derived from everyday life situations; and from theoretical works.

Objective B. Student can apply understandings from several disciplines to clarify ethical conflicts; articulate reasoned personal responses based on expressed values.

4 OUTSTANDING
Uses appropriate insights from several disciplines to make connections and elucidate ethical dilemma; articulates sources of insights and relation to understanding of self; recognizes and articulates personal values in reasoned response.

3 EFFECTIVE
Uses insights from more than one discipline to make connections and elucidate ethical dilemmas; articulates sources of insights and relation to understanding of self; incorporates personal values into response.

2 ADEQUATE
Uses insights from more than one discipline to clarify ethical dilemmas; articulates connections to personal values as related to dilemma.

1 INEFFECTIVE
Clarifies response to ethical dilemma solely in terms of rules or personal values
University of South Carolina
General Education Assessment Criteria—Math
http://ipr.sc.edu/effectiveness/assessment/criteria/math.htm

Goal
Students will perform basic mathematical manipulations, display facility with the use of mathematics in framing concepts for mathematical analysis and interpret data intelligently.

Objective A. Students will demonstrate their understanding of the role of quantitative reasoning and its application.

4 OUTSTANDING
Regards quantitative reasoning as essential in understanding both multiple academic areas and domains beyond the academic and career related; can articulate and advocate appropriate applications of quantitative reasoning in various settings.

3 EFFECTIVE
Regards quantitative reasoning as very useful and important to domains beyond the academic; demonstrates and articulates an understanding of its uses and can choose appropriate applications.

2 ADEQUATE
Regards quantitative reasoning as useful and important although primarily academic; recognizes appropriate applications and understands explanations.

1 INEFFECTIVE
Regards quantitative reasoning as irrelevant beyond academic applications.

Objective B. Students will demonstrate an understanding of the language of mathematics and basic mathematical concepts and operations.

4 OUTSTANDING
Demonstrates superior knowledge of the language of mathematics and basic mathematical concepts and operations. Has the ability to teach and explain basic mathematical concepts and operations to others.

3 EFFECTIVE
Demonstrates the appropriate use of the language of mathematics and basic mathematical concepts and operations. Can initiate or contribute to discussions about mathematical concepts and operations.

2 ADEQUATE
Understands the basic language of mathematics and basic mathematical concepts. Can participate in discussions about mathematical concepts and operations and can demonstrate adequate knowledge.

1 INEFFECTIVE
Cannot demonstrate knowledge of the language of mathematics and basic mathematical concepts. Avoids participation in discussions about mathematical concepts and operations.

Objective C. Students will demonstrate the ability to apply basic mathematical operations to problem solving in one's personal and working life. This criterion demonstrates ability
to apply basic mathematical concepts and operations to situations which will be encountered beyond the university and in the "real world".

4 OUTSTANDING
Understands the quantitative frameworks of broad scope, real-world problems; recognizes advantages and disadvantages of several quantitative approaches to a problem and chooses appropriate concepts to describe the problem, accurately performs needed mathematical operations, and articulates the meaning of the solution in terms of the original problem.

3 EFFECTIVE
Once the quantitative framework of real-world problems are clarified, chooses appropriate concepts to describe the problem and accurately performs needed mathematical operations and articulates the meanings of the solution in terms of the original problem.

2 ADEQUATE
Recognizes, -the quantitative framework of real-world problems of limited scope, and independently chooses appropriate concepts to describe the problem; accurately performs basic mathematical operations on problems of personal or work life and applies the solution to the original problem.

1 INEFFECTIVE
Does not see problems in a quantitative framework unassisted; inability to choose appropriate concepts and/or to perform basic mathematical operations on problems in personal or work life limits options to developing solutions.

Objective D. Students will accurately comprehend and draw appropriate Inferences from numeric data assembled in a variety of forms (e.g., graphs, charts, summary statistics, etc.) and in other disciplines.

4 OUTSTANDING
Comprehends complex and sophisticated displays of data and makes inferences consistent with the data. Can construct data displays from a set of data; explains clearly in everyday language the meaning of the data, and relates it to appropriate context.

3 EFFECTIVE
Comprehends some complex and sophisticated displays of data and makes inferences consistent with simple displays of data; explains the meaning of the data in everyday language; relates to appropriate context.

2 ADEQUATE
Comprehends simple displays of data, makes inferences consistent with the displays of data, and explains the inferences within a limited context.

1 INEFFECTIVE
Inconsistently comprehends some simple displays of data; makes inferences inconsistent with simple displays of data or with its context.
Goal
Students will communicate orally in a manner that unites theory, criticism, and practice to produce an effective communicator.

Objective A. Students' effective speaking will demonstrate knowledge of the subject. This criterion describes the accuracy, extensiveness, and perspective of the knowledge which the speaker exhibits. This criterion also assesses the degree to which the speaker's information meets the content requirements of a specific assignment. (NOTE: For speaking assessments, which are integrated with assessments in Critical Thinking or one or more Perspective Outcomes, those appropriate criteria whole or in part may be substituted for Speaking Criterion #1.)

4 OUTSTANDING
Appropriateness: The speaker fulfills or exceeds all of the assigned content requirements.
Accuracy: The speaker's knowledge of the subject is accurate throughout.
Extensiveness: The speaker exhibits convincing range and quality of knowledge, having done appropriate research, if applicable.
Perspective: The information presented reveals the speaker's assimilation and understanding of the material. When appropriate, the speaker is convincingly aware of alternative points of view AND of implications beyond the immediate subject.

3 EFFECTIVE
Appropriateness: The speaker fulfills the important content requirements of the assignment.
Accuracy: The speaker's knowledge of the subject is accurate throughout except in minor details.
Extensiveness: The speaker seems informed on the subject, having done appropriate research, if applicable.
Perspective: The information presented reveals the speaker's assimilation and understanding of view OR of implications beyond the immediate subject.

2 ADEQUATE
Appropriateness: The speaker fulfills some of the important content requirements of the assignment.
Accuracy: The speaker's knowledge of the subject is generally accurate, though flawed.
Extensiveness: The speaker exhibits limited range or quality of knowledge, having done minimal appropriate research, if applicable.
Perspective: The information presented reveals that the speaker has only partially assimilated or understood the material. When appropriate, the speaker shows some awareness of alternative points of view OR of implications beyond the immediate subject.

1 INEFFECTIVE
Appropriateness: The speaker fails to address the important content requirements of the assignment.
Accuracy: The speaker's knowledge of the subject is generally inaccurate.
Extensiveness: The speaker's knowledge of the subject lacks range or quality.
Perspective: The information presented reveals the speaker's failure to assimilate or to understand the material.

**Objective B. Students' effective speaking will demonstrate an awareness of the audience/group.** This criterion concerns the speaker's awareness of the audience. In demonstrating this awareness, the speaker must accommodate the listeners' attitudes toward or familiarity with the subject, as well as the listeners' comprehension levels. Depending on the characteristics of the audience, then, the speakers development, language, and emphasis will vary and will reflect the degree to which the speaker has identified and is addressing those listeners.

**4 OUTSTANDING**

Development: The speaker's explanations and uses of evidence, illustrations, or other definitive details are highly appropriate for the listeners.

Language: The speakers word choices clearly demonstrate an awareness of the listeners. The language seems deliberately chosen to aid the listeners' understanding of the subject (including definitions where appropriate).

Emphasis: The speaker's discussion or argumentation is consistently clear and appropriate to the listeners and to the purpose. In emphasizing important points, the speaker uses evidence logically and carefully.

Feedback--Monitoring: The speaker monitors the audience's/group's responses and adapts the presentation accordingly.

**3 EFFECTIVE**

Development: The speaker's explanations and uses of evidence, illustrations, or other definitive details are highly appropriate for the listeners.

Language: The speaker's word choices demonstrate an awareness of the listeners. The language is consistent and seems generally appropriate to the listeners' understanding of the subject (including definitions where appropriate).

Emphasis: The speaker's discussion or argumentation is generally clear and appropriate to the listeners and to the purpose. In emphasizing important points, the speaker generally uses evidence logically and carefully.

Feedback--Monitoring: The speaker monitors the audience's/group's responses and adapts the presentation accordingly.

**2 ADEQUATE**

Development: The speaker makes some attempt to provide evidence, illustrations, or other definitive details for the listeners, but some information is either extraneous or insufficient.

Language: The speaker's word choices indicate an awareness of the listeners, but the identity of the listeners is either unclear or inappropriate in some respects. Although the vocabulary seems fairly consistent, the language seems chosen more for the speaker's convenience than for the listeners' understanding.

Emphasis: The speaker's discussion or argumentation is generally clear or appropriate to the listeners and to the purpose, but may be lacking in some aspect of the use of logic or evidence.

Feedback--Monitoring: The speaker's interaction with the audience/group is limited.

**1 INEFFECTIVE**

Development: The speaker generally lacks an awareness of the listeners, for the discussion lacks evidence, illustrations, or other definitive details.

Language: The speaker's word choices fail to reflect an awareness of the listeners, because either the vocabulary or the reference to the listeners is inconsistent or inappropriate.
Emphasis: The speaker's discussion or argumentation is generally unclear or inappropriate to the listeners and to the purpose. The presentation lacks emphasis, or is seriously defective in the use of logic or evidence.

Feedback—Monitoring: The speaker fails to monitor the audience's/group's responses.

**Objective C. Students' effective speaking will demonstrate organization appropriate to the purpose and to the interaction between speaker and audience. This criterion considers the structure and the coherence of the presentation. Structure refers to the way the speaker achieves unity by focusing and ordering the information. Coherence refers to the way the speaker connects the ideas to provide continuity from point to point and throughout the presentation. These aspects of organization should be appropriate to the audience and the purpose for speaking.**

**4 OUTSTANDING**
Structure: The speaker focuses and orders the material to convey a unified point or effect.
   Coherence: The speaker provides clear and consistent movement within and between major points and from beginning to end.
Introductory Comments: The speaker's opening comments attempt to reveal the purpose and major points of the presentation and motivate the audience to listen.
Concluding Comments: The speaker's concluding comments are strong both in reemphasizing the purpose and major points of the presentation and in leaving the audience with an appropriate closing statement.

**3 EFFECTIVE**
Structure: The speaker focuses and orders the material to convey a generally unified point or effect.
   Coherence: The speaker provides movement within and between major points and from beginning to end.
Introductory Comments: The speaker's opening comments attempt to reveal the purpose and major points of the presentation and motivate the audience to listen.
Concluding Comments: The speaker's concluding comments are appropriately related to the purpose and major points of the presentation, but they are not very strong or emphatic.

**2 ADEQUATE**
Structure: The speaker provides some focus or order to the material, but this structure is somewhat unclear.
   Coherence: The speaker provides movement within and between major points and from beginning to end, but this movement is at times either unclear or awkward.
Introductory Comments: The speaker's opening comments attempt to reveal the purpose and major points of the presentation and motivate the audience to listen, but in doing so the approach seems somewhat artificial, weak, or unimaginative.
Concluding Comments: The speaker's concluding comments are related to the purpose and major points of the presentation, but they either bring in extraneous information or are unnecessarily redundant.

**1 INEFFECTIVE**
Structure: The speaker provides little or no focus or order to the material.
   Coherence: The speaker provides little movement within and between the major points and from beginning to end.
Introductory Comments: The speaker's opening comments are either inappropriate to the presentation, or they are unlikely to motivate the audience to listen.
Concluding Comments: The speaker closes the presentation either abruptly with no apparent concluding statement or with inappropriate remarks.

Objective D. Students' effective speaking will demonstrate vocal delivery which encourages listening. This criterion is concerned with those aspects of the speaker's delivery which either encourage or discourage listening: volume, pitch, enunciation, pronunciation pace, and tone of voice. These aspects of oral projection should be appropriate to the content, the occasion, the setting, and the purpose for which the comments are made. Empty vocalizations/verbal fillers (such as *you know," "uh," and," "uhm," etc.) affect the vocal delivery.

4 OUTSTANDING
Clear enunciation: Appropriate pronunciation, volume, pitch, inflection, and pace throughout. The speaker sounds genuinely interested in the topic. Delivery appears spontaneous throughout; notes may assist but do not interrupt or control delivery.

3 EFFECTIVE
Clear enunciation: Appropriate pronunciation, volume, pitch, inflection, and pace are generally maintained, but occasionally the speaker's voice is lacking somewhat in the appropriate enthusiasm or energy level. Delivery appears spontaneous throughout; notes may assist but do not interrupt or control delivery. A few empty vocalizations are noticeable but do not distract.

2 ADEQUATE
Enunciation is hampered by occasional lazy articulation (such as slurring or run-together words); some inappropriateness of pronunciation, volume, pitch, inflection, or pace may be noticeable, but such instances do not seriously hinder the speaker's audibility. Delivery generally appears spontaneous, but some moments of apparent recitation, reading of notes, or reference to notes occasionally interrupt. Empty vocalizations are somewhat distracting.

1 INEFFECTIVE
Inappropriate or ineffective enunciation, pronunciation, volume, pitch, inflection, or pace seriously hinder the speaker's audibility or obstruct communication with the audience. Reading of or reference to notes, recitation, inappropriate display or lack of energy level, or empty vocalizations adversely affect the vocal delivery.

Objective E. Students' effective speaking will demonstrate physical presentation appropriate to the speaking situation. This criterion includes all aspects of what is commonly known as body language: facial expressions, eye contact, and body movement. Physical presentation helps reflect the speaker's poise and confidence.

4 OUTSTANDING
The speaker looks genuinely interested; facial expressions are consistently compatible with spoken content; physical presentation is appropriate and purposeful in enhancing the speakers comments; body movements and gestures are natural, appropriate, and relaxed; eye contact with the audience consistently maintained.

3 EFFECTIVE
The speaker appears interested; facial expressions are consistently compatible with spoken content. Body movements and gestures are usually natural, appropriate, and relaxed. Any nervous movements do not interfere with the presentation. Any lack of eye contact is only momentary.

2 ADEQUATE
The speakers facial expressions seem either limited or occasionally incompatible with the spoken content. Inappropriate body movements or gestures are occasionally noticeable but do not obstruct
communication. For the most part, the speaker maintains eye contact with the audience, but the inconsistency in eye contact is somewhat distracting.

1 INEFFECTIVE
The speaker's facial expressions seem either limited or incompatible with the spoken content. Poor posture, distracting or inappropriate body movements or gestures, or lack of eye contact interferes with the delivery.

Objective F. Students' effective speaking will demonstrate appropriate structure and word choice. This criterion focuses on the speaker's ability to use standard English grammar and to control language to achieve verbal precision, economy, variety, and emphasis.

4 OUTSTANDING
The speaker chooses words and expressions for both maximum clarity and variety; the speaker manifests no grammatical errors; the speaker's sentence structure manifests stylistic strengths -- that is, the sentence structures distinctively create emphasis, dramatic impact, or more effective listening.

3 EFFECTIVE
The speaker's word choices and expressions achieve both clarity and at least some distinctiveness; the speaker manifests no grammatical errors.

2 ADEQUATE
The speaker's expressions are accurate and clear, but rarely distinctive. An occasional sentence structure or grammatical error is noticeable.

1 INEFFECTIVE
The speaker's expressions are, for the most part, accurate and clear but rarely distinctive. The speaker's meaning is often muddled or his/her credibility undercut by distracting faults in sentence structure or usage.

Objective G. Students' listening skills as audience or co-communicators in group discourse will promote accurate extraction of information and meaning.

4 OUTSTANDING
The student's evident active attention to oral communications of others encourages further communication; student recognizes responsibilities for listening and for gaining clarification of incomplete communication. The student demonstrates an accurate and thorough understanding of communication content through oral and written responses.

3 EFFECTIVE
The student's active attention to oral communications of others provides visual feedback to the other of respect and interest; the student's responses indicate understanding of information, opinions and ideas presented orally.

2 ADEQUATE
The student listens with physical and mental attention to oral presentation of others and demonstrates the understanding of the major points or threads of an argument through appropriate oral or written response.

1 INEFFECTIVE
The student's attention lacks focus and is reflected in written or oral responses where meanings and information are incomplete or inaccurately understood.

Rubrics - 40
University of South Carolina
General Education Assessment Criteria—Science
http://ipr.sc.edu/effectiveness/assessment/criteria/science.htm

Goal
Students will understand physical and/or life science phenomena and the uses of scientific methods and theories.

Objective A. Students will understand the role, nature and value of scientific inquiry.
4 OUTSTANDING
Understands in depth the role and limitations of science in addressing contemporary quality of life issues (i.e., improved health, a better environment, increased food production, population control, etc.), articulates multiple aspects of the issues, perceives the relationship of self to issues and seeks additional scientific understanding as a guide to action.
3 EFFECTIVE
Understands the role and limitations of science in addressing contemporary quality of life issues, articulates several aspects of the issues, perceives the relationship of self to issues, acts on basis of understanding.
2 ADEQUATE
Understands in general the role of science in addressing some contemporary quality of life issues; articulates several aspects of at least one issue; perceives the relationship of self to issues, occasionally acts on basis of scientific understanding.
1 INEFFECTIVE
Understands minimally the role of science in contemporary quality of life issues; does not perceive the relationship of self to issues; does not understand the nature of scientific work.

Objective B. Students will demonstrate their understanding of scientific theories and perspectives
4 OUTSTANDING
Uses deep understanding of theoretical frameworks, concepts, terms, and important thinkers and ideas from several science disciplines to explain contemporary scientific phenomena; makes connections between science disciplines and identifies separate contributions of disciplines to understanding.
3 EFFECTIVE
Uses knowledge of theoretical frameworks, concepts, terms, and important thinkers and ideas from two sciences to discuss contemporary scientific phenomena; identifies perspectives of each discipline in explaining a particular process or phenomenon.
2 ADEQUATE
Uses basic understanding of concepts, descriptive terms, and important thinkers and ideas from at least one of the sciences to explain contemporary scientific phenomena; recognizes perspectives of other disciplines.
1 INEFFECTIVE
Lacks understanding of relationship of concepts, terms and important ideas to each other or to a science perspective; uses beliefs, applies ideas inaccurately, or uses irrelevant facts to explain scientific phenomena.
Objective C. Students will critically evaluate various approaches to research by identifying sound and unsound reasoning in scientific and lay contexts.

**4 OUTSTANDING**
Is discerning in judging the validity of findings as warranted or not by evidence and research design. Can articulate the basic implications of identified strengths and weaknesses of methods.

**3 EFFECTIVE**
Can differentiate sound from flawed research methods and evaluate the validity of inferences based on available evidence.

**2 ADEQUATE**
Recognizes major flaws in research. Critical judgment exercised only when pressed, elicited, or when prior (closely held) assumptions are challenged.

**1 INEFFECTIVE**
Unable to recognize inappropriate research methods or invalid inferences from evidence. Likely to accept results more on basis of preconceived notions, prejudice or style of presentation than on the basis of a critical assessment of the evidence, concepts, and methods.

Objective D. Students understand the applications of different research designs and approaches.

**4 OUTSTANDING**
Clearly appreciates the advantages and disadvantages of various approaches, understands the underlying assumptions of various research methods, and readily matches the appropriate design to the problem at hand.

**3 EFFECTIVE**
Able to assess the appropriateness of research designs for a variety of situations, settings, or problems. Can apply or use simple research methods in uncomplicated cases.

**2 ADEQUATE**
Recognizes conspicuously inappropriate design applications. Understands that different problems or settings require different approaches, but requires guidance in discerning most appropriate methods for a given situation without considerable guidance.

**1 INEFFECTIVE**
Assumes all research is alike or that one method is as good as another. Avoids solving problems, seeks easy answers if possible. Has no interest in or understanding of the advantages and disadvantages of various approaches, the assumptions required, or how the nature of the problem affects the choice of approach.

Objective E. Students will formulate research questions and test hypotheses as part of using the scientific process.

**4 OUTSTANDING**
Can generate and appropriately state research questions/hypotheses about simple or complex relationships that are logically consistent with existing information (e.g., literature review).

**3 EFFECTIVE**
Can generate research questions/hypotheses for simple relationships. Can appropriately interpret and critique stated hypotheses.

**2 ADEQUATE**
Can appropriately interpret and critique stated hypotheses. Has difficulty generating research questions/hypotheses.
1 INEFFECTIVE
Has difficulty generating hypotheses and interpreting stated hypotheses.

Objective F. Students use systematic, empirical approaches to address questions as part of the scientific process.
4 OUTSTANDING
For a given research question, the student can correctly identify independent, dependent, and extraneous variables, describe a research design to control the extraneous variable(s), or identify why extraneous variables cannot be controlled for a given research question.
3 EFFECTIVE
For a given research question, the student can correctly identify independent, dependent, and extraneous variables, and describe a research design to control the extraneous variable(s).
2 ADEQUATE
For a given research question, the student can correctly identify independent, dependent, and extraneous variables.
1 INEFFECTIVE
For a given research question, the student cannot correctly identify independent, dependent, and extraneous variables.

Objective G. Students will identify and collect appropriate information as part of the scientific process.
4 OUTSTANDING
For a given research situation, the student can correctly identify and describe appropriate and realistic measures for the independent, dependent, and extraneous variables, and describe strengths and weaknesses for each measure.
3 EFFECTIVE
For a given research situation, the student can correctly identify and describe appropriate and realistic measures for the independent, dependent, and extraneous variables.
2 ADEQUATE
For a given research situation, the student can correctly identify appropriate and realistic measures for the independent, dependent, and extraneous variables.
1 INEFFECTIVE
For a given research situation, the student cannot correctly identify appropriate measures for the independent, dependent, and extraneous variables.

Objective H. Students will draw appropriate conclusions from empirical results in quantitative and qualitative formats.
4 OUTSTANDING
Can express empirical findings in "plain English" (own words) and identify the impact of findings on theory development and/or practical application.
3 EFFECTIVE
Can express most empirical findings but limited in ability to identify practical or theoretical implications.
2 ADEQUATE
Can express empirical findings reported in simple numerical, graphical or prose but has difficulty identifying implications.
1 INEFFECTIVE
Has difficulty expressing empirical findings of any form.
Goal
Students will demonstrate their understanding of the processes of human behavior and social interaction and use social and behavioral science perspectives to interpret them.

Objective A. Students will demonstrate their understanding of behavioral and social science theories and perspectives.

4 OUTSTANDING
Uses deep understanding of theoretical frameworks, concepts, terms, and important thinkers and ideas from several social/behavioral science disciplines to explain contemporary social phenomena; makes connections between disciplines and identifies separate contributions of disciplines to understanding.

3 EFFECTIVE
Uses knowledge of theoretical frameworks, concepts, terms, and important thinkers and ideas from two social sciences to discuss contemporary social phenomena; identifies perspectives of each discipline in explaining a particular event or scenario.

2 ADEQUATE
Uses basic understanding of concepts, descriptive terms, and important thinkers and ideas from at least one of the social/behavioral sciences to explain contemporary social phenomena; recognizes perspectives of other disciplines.

1 INEFFECTIVE
Lacks understanding of relationship of concepts, terms and important ideas to each other or to a social/behavioral science perspective; uses beliefs, applies ideas inaccurately, or uses irrelevant facts to explain social phenomena.

Objective B. Students will understand the cultural, social and political structures and processes and their effects on individual, group and societal behaviors.

4 OUTSTANDING
Accurately describes cultural, social and political structures and processes in depth and can use several as frameworks for analysis; applies knowledge and appropriate terminology to understanding cultures and in explaining the interactions of political and social structures and processes and their effects on individuals and groups.

3 EFFECTIVE
Describes cultural, social and political structures and processes and applies knowledge to understanding and explaining their effects on human behavior; understands terms used to discuss these phenomena and the interactions of structures and processes and uses them to explain specific social problems and their effects on individuals.

2 ADEQUATE
Describes basic cultural, social and political structures and processes and accurately uses basic terminology; recognizes them in contemporary issues and can use structures and processes as
analytical frameworks; understands the effects of these structures and processes on cultural, social or political groups and individuals within them.

1 INEFFECTIVE
Cannot accurately differentiate cultural, social and political phenomena; understands that they effect the behaviors of groups and individuals, but cannot use accurately to discuss or analyze a given situation or phenomenon.

Objective C. Students will critically evaluate, interpret, and make inferences from social/behavioral science data.

4 OUTSTANDING
Recognizes points of view and value assumptions in formulation of social science questions and their effects on the nature and interpretation of data collected, and articulates the point of view in a given situation. Identifies distortions in the presentation of qualitative and quantitative data and the logical and empirical fallacies in inferences drawn from data; recognizes the consequences of inaccurate data interpretation and articulates appropriate alternative presentations or inferences. Independently extracts complex data from a variety of sources - qualitative and quantitative, presents that data in summary form, makes appropriate connections and inferences consistent with the data and relates it to a larger context.

3 EFFECTIVE
In the work of others, recognizes the contribution of point of view to social science data collection and analysis. Identifies distortions in the presentation of qualitative and quantitative data and some of logical and empirical fallacies in inferences drawn from data; recognizes consequences of inaccurate data interpretation. In her own work, extracts complex data from a variety of sources -- qualitative and quantitative, presents data in summary form, and makes connections and inferences consistent with the data.

2 ADEQUATE
In the work of others, recognizes the contribution of point of view to formulating social science questions. Identifies distortions in the presentation of qualitative and quantitative data. Ability to identify some logical and empirical fallacies in inferences drawn from data. In the student's own work, extracts basic data from a variety of sources - qualitative and quantitative, presents that data in summary form, and makes inferences consistent with the data.

1 INEFFECTIVE
Perceives social science research as isolated from context, or lacks conceptual framework for evaluation of social science data; identifies very obvious logical errors or distortions within the immediate context. Extracts some simple data from a variety of sources -- qualitative and quantitative, but has difficulty presenting that data in summary form, or making inferences consistent with the data.
Goal
Students will communicate clearly in written English, demonstrating their comprehension, analysis, and critical interrogation of a variety of written texts.

Objective A. Students' writing will demonstrate knowledge of the subject. This criterion describes the accuracy, extensiveness, and perspective of the knowledge which the writer exhibits. This criterion also assesses the degree to which the writer's information meets the content requirements of a specific assignment.

4 OUTSTANDING
Appropriateness: The writer fulfills or exceeds all of the assigned content requirements.
Accuracy: The writer's knowledge of the subject is accurate throughout.
Extensiveness: The writer exhibits convincing range and quality of knowledge, having done appropriate research, if applicable.
Perspective: The information presented reveals the writer's assimilation and understanding of the material. The writer is convincingly aware of alternative points of view AND of implications beyond the immediate subject.

3 EFFECTIVE
Appropriateness: The writer fulfills the important content requirements of the assignment.
Accuracy: The writer's knowledge of the subject is accurate throughout except in minor details.
Extensiveness: The writer seems informed on the subject, having done appropriate research, if applicable.
Perspective: The information presented reveals the writer's assimilation and understanding of the material. The writer seems aware of alternative points of view OR of implications beyond the immediate subject.

2 ADEQUATE
Appropriateness: The writer fulfills some of the important content requirements of the assignment.
Accuracy: The writer's knowledge of the subject is generally accurate, though flawed.
Extensiveness: The writer exhibits limited range or quality of knowledge, having done minimal appropriate research, if applicable.
Perspective: The information presented reveals that the writer has only partially assimilated or understood the material. The writer shows some awareness of alternative points of view OR of implications beyond the immediate subject.

1 INEFFECTIVE
Appropriateness: The writer fails to address the important requirements of the assignment.
Accuracy: The writer's knowledge of the subject is generally inaccurate.
Extensiveness: The writer's knowledge of the subject lacks range or quality.
Perspective: The information presented reveals the writer's failure to assimilate or to understand the material. The writer's assertions lack awareness of alternative points of view AND of implications beyond the immediate subject.
Objective B. Students' writing will demonstrate awareness of the reader. This criterion concerns the writer's awareness of a known, assumed, or likely reading audience. In demonstrating this awareness, the writer must accommodate the reader's attitudes toward or familiarity with the subject, as well as the reader's comprehension level. The writer's development, diction, and emphasis will reflect the degree to which the writer has identified and is addressing those readers.

**4 OUTSTANDING**

**Development:** The writer's explanations and uses of evidence, illustrations, or other definitive details are highly appropriate for the reader.

**Diction:** The writer's word choices clearly demonstrate an awareness of the reader. The language seems deliberately chosen to aid the reader's understanding of the subject (including definitions where appropriate).

**Emphasis:** The writer's discussion or argumentation is consistently clear and appropriate to the reader and to the purpose. In emphasizing important points, the writer uses evidence logically and carefully.

**3 EFFECTIVE**

**Development:** The writer's explanations and uses of evidence, illustrations, or other definitive details are generally appropriate for the reader.

**Diction:** The writer's word choices demonstrate an awareness of the reader. The language is consistent and seems generally appropriate to the reader's understanding of the subject (including definitions where appropriate).

**Emphasis:** The writer's discussion or argumentation is generally clear and appropriate to the reader and to the purpose. In emphasizing important points, the writer generally uses evidence logically and carefully.

**2 ADEQUATE**

**Development:** The writer makes some attempt to provide evidence, illustrations, or other definitive details for the reader, but some information is either extraneous or insufficient.

**Diction:** The writer's word choices indicate an awareness of the reader, but the identity of the reader is either unclear or inappropriate in some respects. Although the vocabulary seems fairly consistent, the language seems chosen more for the writer's convenience than for the reader's understanding.

**Emphasis:** The writer's discussion or argumentation is generally clear or appropriate to the reader and to the purpose, but may be lacking in some aspect of the use of logic or evidence.

**1 INEFFECTIVE**

**Development:** The writer generally lacks an awareness of the reader, for the discussion lacks evidence, illustrations, or other definitive details.

**Diction:** The writer's word choices fail to reflect an awareness of the reader because either the vocabulary or the reference to the reader is inconsistent or inappropriate.

**Emphasis:** The writer's discussion or argumentation is generally unclear or inappropriate to the reader and to the purpose. The writing lacks emphasis, or is seriously defective in the use of logic or evidence.

Objective C. Student's writing will reflect organization appropriate to the purpose and to the interaction between writer and reader. This criterion considers the structure and the coherence of the presentation. Structure refers to the way the writer achieves unity by...
focusing and ordering the paragraphs or sections of the material. Coherence refers to the way the writer connects the ideas to provide continuity from point to point and throughout the text. These aspects of organization might vary according to the intended reader and the purpose for writing.

**4 OUTSTANDING**
Structure: Writer focuses and orders the material to convey a unified point or effect (either stated or implied).
Coherence: The writer provides clear and consistent movement within and between paragraphs and from beginning to end.

**3 EFFECTIVE**
Structure: The writer focuses and orders the material to convey a generally unified point or effect (either stated or implied).
Coherence: The writer provides movement within and between paragraphs and from beginning to end.

**2 ADEQUATE**
Structure: The writer provides some focus or order (either stated or implied) to the material, but the structure is somewhat unclear.
Coherence: The writer provides movement within and between paragraphs and from beginning to end, but this movement is at times either unclear or awkward.

**1 INEFFECTIVE**
Structure: The writer provides little or no focus or order (either stated or implied) to the material.
Coherence: The writer provides little movement within and between the paragraphs and from beginning to end.

**Objective D. Student's writing will reflect format appropriate to the writing situation.**
Students' writing will demonstrate the use of a written or printed format appropriate to the writing situation. Format may include spelling, capitalization, footnoting/bibliography forms, graphics, or any other elements of typography or appearance.

**4 OUTSTANDING**
The text is clearly legible. The format is both appropriate and attractive. The writer misspells no words (or makes only a rare misspelling in a long or complex text).

**3 EFFECTIVE**
The text is clearly legible. The format is appropriate. The writer's misspellings are few in proportion to the length and complexity of the text.

**2 ADEQUATE**
The text is generally legible. The format is acceptable. The writer makes several misspellings in proportion to the length and complexity of the text.

**1 INEFFECTIVE**
The text is generally illegible. The format is unacceptable. The writers misspellings are frequent enough to be distracting, regardless of the length or complexity of the text.

**Objective E. The student's writing will demonstrate the ability to use punctuation to establish and clarify meaning.**
This criterion considers the writer's use of punctuation marks as means of establishing, clarifying, and reinforcing the meaning of the sentences. All aspects of punctuation are included here, ranging from misuse and omission to more sophisticated uses which exhibit the writer's command of punctuation to convey meaning.
4 OUTSTANDING
The writer's punctuation is clear, appropriate, and purposeful. The writer consistently exhibits a command of punctuation, as indicated by the appropriate use of sophisticated or varied punctuation.

3 EFFECTIVE
The writer's punctuation is clear, appropriate, and purposeful. An occasional misuse or omission does not interfere with meaning.

2 ADEQUATE
The writer's punctuation is generally clear, appropriate, and purposeful, although misuses or omissions occasionally interfere with meaning.

1 INEFFECTIVE
The writer's misuses or omissions of punctuation frequently interfere with meaning.

Objective F. Students' writing will demonstrate the use of sentence structure to establish and clarify meaning. This criterion describes the writer's control of the elements of sentence construction to establish, clarify, and reinforce the meaning of the sentences. Concerns here include the writer's use not only of appropriate conventions of grammar and usage (e.g., subject-verb agreement, pronoun-antecedent agreement, verb forms, etc.) but also of sentence patterns to establish relationships among ideas (e.g., coordination, subordination, parallelism).

4 OUTSTANDING
Syntax: The writer's use of clauses to establish sentence patterns consistently reinforces or emphasizes relationships among ideas.
Clarity: All parts of the sentence agree clearly and logically. The writer demonstrates a consistently good grasp of appropriate usage, grammar, and idiom. The sentences contain no misplaced words or phrases. The word order also seems deliberately and appropriately chosen for emphasis or for reinforcing the intended meaning.
Completeness: All sentences are grammatically complete.

3 EFFECTIVE
Syntax: For the most part, the writer's use of clauses to establish sentence pattern generally reinforces or emphasizes relationships among ideas.
Clarity: An isolated grammar or usage error does not obstruct clear and immediate understanding of the intended meaning. An isolated sentence contains a misplaced word or phrase, but such phrasing does not confuse the meaning.
Completeness: All sentences are grammatically complete.

2 ADEQUATE
Syntax: The writer's use of clauses to establish sentence patterns reflects relationships among idea, but connections might sometimes be inappropriate or weak.
Clarity: Grammar or usage errors may appear, but they do not seriously confuse the intended meaning. An occasional sentence contains a misplaced word or phrase, which confuses the meaning.
Completeness: Except for an isolated error, all sentences are grammatically complete.

1 INEFFECTIVE
Syntax: Few, if any, sentence patterns reflect appropriate relationships among ideas.
Clarity: Grammar or usage errors frequently confuse the intended meaning. More than an occasional sentence contain misplaced words or phrases which confuse the meaning.
Completeness: The writing exhibits more than an isolated failure to recognize the grammatical completeness of the sentence.

Objective G. Students' writing will demonstrate style, personal voice, and coherence as a communicator. Students' writing will demonstrate the writer's personal stance or voice as a communicator, which includes tone, point of view, attitude or personality. It also assesses the originality of the overall presentation, including the writer's ability to control the elements of writing to please, convince, or otherwise affect the reader.

4 OUTSTANDING
The writer's tone or general control of language consistently reflects a confident or authoritative central "voice" or "personality." Word choice is consistently precise, varied, economical or inventive. The writing clearly shows stylistic talent.

3 EFFECTIVE
The writer's tone or control of language generally reflects a confident or authoritative central "voice" or "personality." Word choice is generally precise, varied, economical, or inventive. The writing exhibits some success at style.

2 ADEQUATE
A central "voice" or "personality" is evident, though inconsistent in minor ways. Word choice is occasionally precise, varied, economical, or inventive. Stylistic awkwardness may be evident, but is not seriously distracting.

1 INEFFECTIVE
The writer's tone or general control of language is so lacking in consistency that little central "voice" or personality" is evident. Word choice generally lacks precision, variety, economy, or inventiveness. Severe stylistic awkwardness is evident.

Objective H. Student's writing will reflect comprehension of other written texts and description, analysis, and synthesis of information and ideas appropriate to the assignment at any level.

4 OUTSTANDING
Identifies the subject very thoroughly; reflects highly developed observational skills; makes appropriate and reasonable inferences from the observations; sees relationships and relates to existing knowledge, skills or larger context.

3 EFFECTIVE
Identifies the subject well; reflects good observational skills; makes inferences which are, for the most part, reasonable and appropriate; sees relationships and relates to existing knowledge.

2 ADEQUATE
Identifies the subject clearly; shows reasonable observational skills; makes several reasonable inferences and relates to existing knowledge.

1 INEFFECTIVE
Identifies the subject somewhat; shows undeveloped observational skills; makes unreasonable or inappropriate inferences; sees most obvious relationship but does not relate to existing knowledge.
University of Arkansas, Fort Smith General Education Rubrics
Analytical Skills
http://www.uafortsmith.edu/Learning/AnalyticalSkills

Definition
Analytical / critical thinking skills include the ability to identify a concept or problem, to dissect or isolate its components, to organize information for decision making, to establish criteria for evaluation, and to draw appropriate conclusions.

Rationale
Analytical / critical thinking skills are vital for successful problem solving.

Overarching Outcome
The student will use analytical / critical thinking skills to draw conclusions and/or solve problems.

Student Behavior One
The student will identify the concept or problem with its various components.

Levels of Behavior One:
1. **Exemplary Behavior**
   - Formulate (through writing or illustration) a clear description of the problem or concept and specify its major components to be examined.

2. **Accomplished Behavior**
   - Describe (or sketch out) the problem and its components.

3. **Developing Behavior**
   - List or recognize a variety of components related to the concept or problem.

4. **Beginning Behavior**
   - Recognize that there is a problem or concept that needs to be solved.

Student Behavior Two
The student will research, organize, and prioritize information.

Levels of Behavior Two:
1. **Exemplary Behavior**
   - Select and prioritize information appropriate to solving the problem or concept.

2. **Accomplished Behavior**
   - Examine, categorize, and organize research information.

3. **Developing Behavior**
   - Gather research information.

4. **Beginning Behavior**
   - List areas to be researched.

Student Behavior Three
The student will establish criteria and propose solutions.

1. **Exemplary Behavior**
   - Construct several proposed solutions consistent with the proposed criteria.

2. **Accomplished Behavior**
Prioritize the criteria and propose at least one possible solution consistent with the proposed criteria.

3. Developing Behavior
   o Evaluate the criteria and propose a solution.

4. Beginning Behavior
   o Develop a criteria list.

Student Behavior Four
The student will implement and evaluate solutions.

1. Exemplary Behavior
   o Select and justify the final solution to the problem.

2. Accomplished Behavior
   o Analyze and evaluate all assessment information.

3. Developing Behavior
   o Gather assessment information about the implemented proposed solution(s).

4. Beginning Behavior
   o Implement at least one proposed solution.

Creativity
http://www.uafortsmith.edu/Learning/Creativity

Definition
Creativity is the ability to identify and analyze creative works and processes and to synthesize ideas and materials to reach creative solutions to problems.

Rationale
The study and application of creativity facilitates learning how humans express ideas and solve problems to enhance life.

Overarching Outcome One
Students will solve real-world problems in a way that demonstrates imagination and invention.

Student Behavior 1.1
The student will define the problem.

Levels of Behavior 1.1:
1. Exemplary Behavior
   o Consistently defines problem accurately.

2. Accomplished Behavior
   o Usually defines problem accurately.

3. Developing Behavior
   o Defines problem with minor omissions or errors.

4. Beginning Behavior
   o Defines problem inaccurately and/or incompletely.

Student Behavior 1.2
The student will analyze components of the problem.

Levels of Behavior 1.2:
1. Exemplary Behavior
2. **Accomplished Behavior**
   - Usually analyzes components of the problem accurately.

3. **Developing Behavior**
   - Analyzes components of the problem with minor omissions or errors.

4. **Beginning Behavior**
   - Analyzes components of the problem inaccurately and/or incompletely.

---

**Student Behavior 1.3**
The student will brainstorm ideas and alternatives.

**Levels of Behavior 1.3:**
1. **Exemplary Behavior**
   - Consistently able to brainstorm and identify related and realistic alternatives.

2. **Accomplished Behavior**
   - Able to brainstorm; can usually identify related and realistic alternatives.

3. **Developing Behavior**
   - Able to brainstorm; alternatives identified are unrelated and unrealistic.

4. **Beginning Behavior**
   - Unable to brainstorm ideas and alternatives.

---

**Student Behavior 1.4**
The student can formulate possible solution; implement test; analyze results; and synthesize results into a form of creative expression.

**Levels of Behavior 1.4:**
1. **Exemplary Behavior**
   - Consistently able to formulate possible solutions and correctly implement, analyze, and synthesize test/results.

2. **Accomplished Behavior**
   - Able to formulate possible solutions; usually able to correctly implement, analyze, and synthesize test/results.

3. **Developing Behavior**
   - Able to formulate possible solutions; able to implement, analyze, and synthesize test/results with minor omissions or errors.

4. **Beginning Behavior**
   - Able to formulate possible solutions; unable to implement, analyze, and synthesize tests/results.

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**Overarching Outcome Two**
The student will interpret the meaning of creative work(s) and effectively communicate that meaning to an appropriate audience.

**Student Behavior 2.1**
The student will identify and define creative work(s).

**Levels of Behavior 2.1:**
1. **Exemplary Behavior**
   - Consistently able to identify and define creative work(s).

2. **Accomplished Behavior**
3. Developing Behavior
   o Occasionally able to identify and define creative work(s).
4. Beginning Behavior
   o Unable to identify and define creative work(s).

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**Student Behavior 2.2**
The student will analyze component parts and processes.

**Levels of Behavior 2.2:**
1. **Exemplary Behavior**
   o Consistently analyzes component parts and processes.
2. **Accomplished Behavior**
   o Usually analyzes component parts and processes.
3. **Developing Behavior**
   o Occasionally analyzes component parts and processes.
4. **Beginning Behavior**
   o Inaccurately analyzes component parts and processes.

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**Student Behavior 2.3**
The student will interpret and synthesize the elements of the creative work(s).

**Levels of Behavior 2.3:**
1. **Exemplary Behavior**
   o Consistently able to interpret and thoroughly synthesize elements of the creative work(s).
2. **Accomplished Behavior**
   o Able to interpret and accurately synthesize elements of the creative work(s) with few omissions.
3. **Developing Behavior**
   o Interpretation is attempted but may be unclear; therefore, unable to synthesize elements of the creative work(s).
4. **Beginning Behavior**
   o Unable to interpret and synthesize elements of the creative work(s).

---

**Student Behavior 2.4**
The student, using a medium, will communicate the interpretation of creative works to an appropriate audience.

**Levels of Behavior 2.4:**
1. **Exemplary Behavior**
   o Consistently and clearly communicates the interpretation of creative works choosing an appropriate medium and audience.
2. **Accomplished Behavior**
   o Usually able to communicate the interpretation of creative works choosing an appropriate medium and audience.
3. **Developing Behavior**
   o Able to communicate the interpretation of creative works in broad terms; choice of audience and medium may be inappropriate.
4. **Beginning Behavior**
   - Unable to communicate the interpretation of creative works to an appropriate audience without major omissions or errors.

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<tr>
<td><strong>Social Interaction</strong></td>
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<td><a href="http://www.uafortsmith.edu/Learning/SocialInteraction">http://www.uafortsmith.edu/Learning/SocialInteraction</a></td>
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**Definition**
Social interaction is the ability to work effectively with individuals and groups.

**Rationale**
Teamwork and social skills are vital to success in school, work, and the community.

**Outcome**
Students will work effectively with individuals and groups.

**Student Behavior One**
Student will display personal behavior and interpersonal skills.

**Levels of Behavior One:**
1. **Exemplary Behavior**
   - Almost always displays empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect.
2. **Accomplished Behavior**
   - Usually displays empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect.
3. **Developing Behavior**
   - Sometimes displays empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect.
4. **Beginning Behavior**
   - Rarely displays self-control, friendliness, cooperation, helpfulness, and respect.

**Student Behavior Two**
Student will accept and deliver criticism well.

**Levels of Behavior Two:**
1. **Exemplary Behavior**
   - Accepts and delivers criticism with compassion and confidence.
2. **Accomplished Behavior**
   - Delivers criticism with confidence, but doesn’t always accept it well.
3. **Developing Behavior**
   - May deliver criticism if prompted, but doesn’t always accept it well.
4. **Beginning Behavior**
   - Delivers criticism with sarcasm and doesn’t accept it well.

**Student Behavior Three**
Student will read others’ body language.

**Levels of Behavior Three:**
1. **Exemplary Behavior**
   - Can read others’ body language.
2. **Accomplished Behavior**  
   o Can usually read others’ body language.

3. **Developing Behavior**  
   o Can sometimes read others’ body language.

4. **Beginning Behavior**  
   o Usually ignores or fails to read others’ body language.

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**Student Behavior Four**  
Student will use conflict management techniques.

**Levels of Behavior Four:**

1. **Exemplary Behavior**  
   o Utilizes conflict management techniques in an individual, group, or professional setting.

2. **Accomplished Behavior**  
   o Usually utilizes conflict management techniques in an individual, group, or professional setting.

3. **Developing Behavior**  
   o Sometimes utilizes conflict management techniques in an individual, group, or professional setting.

4. **Beginning Behavior**  
   o Rarely uses conflict management techniques in an individual, group, or professional setting.

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**Student Behavior Five**  
Student will take on task-maintenance roles.

**Levels of Behavior Five:**

1. **Exemplary Behavior**  
   o Willingly takes on task and/or maintenance roles in a group.

2. **Accomplished Behavior**  
   o Takes on task and/or maintenance roles in a group.

3. **Developing Behavior**  
   o Usually doesn’t take on task and/or maintenance roles in a group.

4. **Beginning Behavior**  
   o Rarely participates in group activities.

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**Student Behavior Six**  
Student will use humor appropriately.

**Levels of Behavior Six:**

1. **Exemplary Behavior**  
   o Almost always uses humor in an appropriate manner.

2. **Accomplished Behavior**  
   o Usually uses humor in an appropriate manner.

3. **Developing Behavior**  
   o Sometimes uses humor, but not always in an appropriate manner.

4. **Beginning Behavior**  
   o Rarely uses humor in an appropriate manner.
### Intentional Learning Scoring Rubric*

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<thead>
<tr>
<th>Learning Outcome</th>
<th>Below Basic (BB)</th>
<th>Basic (B)</th>
<th>Proficient (P)</th>
<th>Advanced (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Aware and Self-Directed</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Articulate their reasons for study within the context of a liberal arts education</td>
<td>Does not provide reasons for study within a context of liberal arts education.</td>
<td>Provides one or more valid reasons that focus on positive impact on at least two of the following broad areas: the student’s personal, professional, or civic life.</td>
<td>Provides valid reasons that focus on positive impact on at least two of the following broad areas: the student’s personal, professional, and civic life.</td>
<td>Discusses a variety of valid reasons that focus on positive impact on all of the following broad areas: the student’s personal, professional, and civic life.</td>
</tr>
<tr>
<td>2. Describe, evaluate, and improve their own learning processes</td>
<td>Does not address all three aspects of this outcome (describe, evaluate, and improve).</td>
<td>Identifies more than one learning strategy and goes beyond memorization of isolated facts, but concentrates on learning within specific courses and/or provides minimal discussion related to evaluation and improvement.</td>
<td>Identifies a variety of learning strategies and when they are most effective. Describes strategies for improving learning. The response goes beyond specific courses, suggesting awareness that learning is a life-long activity and/or that learning involves making connections across contexts.</td>
<td>Response has all the characteristics indicating proficiency, plus demonstrates sophisticated development of learning skills that are broadly applicable in and out of the classroom and that involve making connections across contexts, such as connecting academic learning to personal or professional experiences.</td>
</tr>
<tr>
<td>3. Develop plans for pursuing learning goals</td>
<td>Does not provide a plan to pursue learning goals or describes a plan that focuses on memorization of isolated facts.</td>
<td>Provides a plan that goes beyond memorization of isolated facts, but the plan lacks sufficient detail to make effective learning likely.</td>
<td>Provides a plan that is likely to result in effective learning. The plan addresses at least one major issue, such as: time management; use of learning skills refined through personal experience; need to monitor learning and possibly adapt the plan; need to make connections across contexts.</td>
<td>Provides a plan that is likely to result in effective learning, as well as sophisticated discussion of at least two major issues, such as: time management; use of learning skills refined through personal experience; need to monitor learning and possibly adapt the plan; need to make connections across contexts.</td>
</tr>
<tr>
<td>4. Set, pursue, and reflect upon their learning goals</td>
<td>Does not address all three aspects of this outcome:</td>
<td>Addresses setting, pursuing, and reflecting on learning.</td>
<td>Addresses setting, pursuing, and reflecting on learning goals in sufficient detail to</td>
<td>Addresses setting, pursuing, and reflecting on important...</td>
</tr>
</tbody>
</table>

*Rubrics - 57*
<table>
<thead>
<tr>
<th><strong>Multiple Perspectives</strong></th>
<th>setting, pursuing, and reflecting on learning goals.</th>
<th>goals, but the response suggests need for external support from family members, friends, teachers, or others to initiate and/or complete at least one of these processes.</th>
<th>suggest self-reliant learning.</th>
<th>learning goals and indicates routine, ongoing reflection and flexibility in revising short- and long-term goals and/or learning strategies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Identify diverse or conflicting concepts, viewpoints, and/or priorities</td>
<td>Does not identify diverse or conflicting concepts, viewpoints, or priorities or identifies conflicts that are irrelevant to the situation being addressed.</td>
<td>Identifies at least two diverse or conflicting concepts, viewpoints, or priorities in the situation being addressed, but does not elaborate in sufficient detail to demonstrate clear understanding and/or does not identify obvious conflicts.</td>
<td>Identifies major diverse or conflicting concepts, viewpoints, or priorities present in the situation being addressed.</td>
<td>Identifies major diverse or conflicting concepts, viewpoints, or priorities present in the situation being addressed, as well as subtle nuances and complexities.</td>
</tr>
<tr>
<td>6. Articulate the value of considering multiple perspectives</td>
<td>Does not articulate the value of considering multiple perspectives.</td>
<td>Recognizes that others’ opinions and viewpoints have value, but shows lack of discrimination or analysis, as if all perspectives are always equally valid or as if one’s own perspective is always superior.</td>
<td>Demonstrates the value of multiple perspectives and recognizes that one’s own perspective is not always superior and that all perspectives may not be equally valid.</td>
<td>Response has all the characteristics indicating proficiency, plus explores the processes of evaluating conflicting perspectives and/or demonstrates a commitment to seek out dissenting viewpoints.</td>
</tr>
<tr>
<td>7. Examine phenomena from multiple viewpoints.</td>
<td>Considers the phenomenon from one perspective or consistently favors a single perspective</td>
<td>Examines at least two perspectives.</td>
<td>Examines multiple perspectives and identifies some relevant commonalities and conflicts.</td>
<td>Examines the phenomenon from multiple viewpoints and explores subtle nuances and complexities among the viewpoints and/or provides sophisticated discussion evaluating their relative merit.</td>
</tr>
<tr>
<td><strong>Make Connections</strong></td>
<td>Does not identify connections or focuses on invalid connections.</td>
<td>Identifies valid connections, but tends to focus on the obvious, such as connecting related disciplines.</td>
<td>Identifies valid connections that go beyond the obvious.</td>
<td>Identifies valid connections that are subtle, sophisticated, and/or creative and discusses insights or implications based on these observations.</td>
</tr>
<tr>
<td>8. See connections in seemingly disparate information</td>
<td>Does not identify links or identifies invalid links among topics and concepts presented in different courses, but tends to</td>
<td>Identifies valid links among topics and concepts presented in different courses, goes beyond the obvious, and</td>
<td>Identifies valid links among topics and concepts presented in different courses, goes beyond the obvious, and</td>
<td>Identifies valid links that are subtle, sophisticated, and/or creative and discusses</td>
</tr>
<tr>
<td>9. Recognize links among topics and concepts presented in different</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses</td>
<td>Concepts Presented in Different Courses</td>
<td>Focus on the Obvious or Does Not Fully Explain the Nature of the Links</td>
<td>Explains the Nature of the Links</td>
<td>Insights or Implications Associated with the Links</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------</td>
<td>------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>10. Synthesizes disparate facts, theories, and concepts</td>
<td>Does not synthesize disparate facts, theories, and concepts or provides an invalid synthesis.</td>
<td>Provides a valid synthesis, but does not explicitly address major relevant aspects of the disparate information.</td>
<td>Provides a valid synthesis that explicitly addresses major aspects of the disparate information.</td>
<td>Provides a valid synthesis that explicitly identifies sophisticated or creative connections involving subtle nuances and complexities in the disparate information.</td>
</tr>
</tbody>
</table>

| Work within a context of diverse and conflicting concepts, viewpoints, and/or priorities (revised May 2008) | Does not propose a strategy, or proposes irrelevant or unreasonable strategy(ies) for this situation. | Proposes simplistic or undeveloped strategy(ies) for working within this situation. | Describes reasonable strategy(ies) for working within this situation. | Describes creative, sophisticated strategy(ies) for working within this situation. |

### Apply Skills and Knowledge to Different Contexts

| 12. Adapt what is learned in one situation to problems encountered in another | Does not adapt what is learned in one situation to problems in another situation or describes an invalid adaptation. | Describes a valid adaptation, but the solution relies on concrete similarities between the two contexts. | Describes a valid adaptation that goes beyond concrete similarity between the two contexts. | Describes a creative and/or sophisticated adaptation that has the potential for developing more effective solutions or new insights about the problem being addressed. |

| 13. Connect intellectual study to personal life | Does not connect intellectual study to personal life or describes invalid connections. | Describes valid connections between intellectual study and personal life, but the connections rely on concrete similarities between the two contexts. | Describes valid connections between intellectual study and personal life that go beyond concrete similarity between the two contexts. | Describes creative and/or sophisticated connections between intellectual study and personal life that lead to new insights or behaviors. |

| 14. Draw on a wide range of knowledge to make decisions | Does not present a decision, does not provide the rationale for a decision, or relies on one line of information to make a decision. | Makes a decision based on a narrow range of knowledge, perhaps applying ideas from a single course or discipline or from closely-connected disciplines. | Makes a reasonable decision based on more than a narrow range of knowledge. | Makes a creative or particularly effective decision based on sophisticated integration of ideas from a wide range of knowledge. |

Group Participation Rubric


<table>
<thead>
<tr>
<th>Criteria</th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Basic</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Workload</strong></td>
<td>Did a full share of the work—or more; knows what needs to be done and does it; volunteers to help others.</td>
<td>Did an equal share of the work; does work when asked; works hard most of the time.</td>
<td>Did almost as much work as others; seldom asks for help.</td>
<td>Did less work than others; doesn’t get caught up after absence; doesn’t ask for help.</td>
</tr>
<tr>
<td><strong>Getting Organized</strong></td>
<td>Took the initiative proposing meeting times and getting group organized.</td>
<td>Worked agreeably with partner(s) concerning times and places to meet.</td>
<td>Could be coaxed into meeting with other partner(s).</td>
<td>Did not meet partner(s) at agreed times and places.</td>
</tr>
<tr>
<td><strong>Participation in Discussions</strong></td>
<td>Provided many good ideas for the unit development; inspired others; clearly communicated desires, ideas, personal needs, and feelings.</td>
<td>Participated in discussions; shared feelings and thoughts.</td>
<td>Listened mainly; on some occasions, made suggestions.</td>
<td>Seemed bored with conversations about the unit; rarely spoke up, and ideas were off the mark.</td>
</tr>
<tr>
<td><strong>Meeting Deadlines</strong></td>
<td>Completed assigned work ahead of time.</td>
<td>Completed assigned work on time.</td>
<td>Needed some reminding; work was late but it didn’t impact grade.</td>
<td>Needed much reminding; work was late and it did impact quality of work or grade.</td>
</tr>
<tr>
<td><strong>Showing up for Meetings Score</strong></td>
<td>Showed up for meetings punctually, sometimes ahead of time.</td>
<td>Showed up for meetings on time.</td>
<td>Showed up late, but it wasn’t a big problem for completing work.</td>
<td>No show or extremely late; feeble or no excuse offered.</td>
</tr>
<tr>
<td><strong>Providing Feedback Score</strong></td>
<td>Habitually provides dignified, clear, and respectful feedback.</td>
<td>Gave feedback that did not offend.</td>
<td>Provided some feedback; sometimes hurt feelings of others with feedback or made irrelevant comments.</td>
<td>Was openly rude when giving feedback.</td>
</tr>
<tr>
<td><strong>Receiving Feedback Score</strong></td>
<td>Graciously accepted feedback.</td>
<td>Accepted feedback.</td>
<td>Reluctantly accepted feedback.</td>
<td>Refused to listen to feedback.</td>
</tr>
</tbody>
</table>
## Design Project Assessment Rubric

Course No.: ___________________________  Date: ___________________________
Team/Student: _________________________  Reviewer: _________________________

<table>
<thead>
<tr>
<th>Topic (Weight)</th>
<th>Unacceptable (0)</th>
<th>Marginal (1)</th>
<th>Acceptable (2)</th>
<th>Exceptional (3)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Design Problem and Boundaries</strong></td>
<td>Little or no grasp of problem. Incapable of producing a successful solution.</td>
<td>Some understanding of problem. Major deficiencies that will impact the quality of solution.</td>
<td>Overall sound understanding of the problem and constraints. Does not significantly impair solution.</td>
<td>Clear and complete understanding of design goal and constraints.</td>
<td></td>
</tr>
<tr>
<td>(1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Alternative Designs</strong></td>
<td>Only one design presented or clearly infeasible alternative given.</td>
<td>Serious deficiencies in exploring and identifying alternative designs.</td>
<td>Alternative approaches identified to some degree.</td>
<td>Final design achieved after review of reasonable alternatives.</td>
<td></td>
</tr>
<tr>
<td>(2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use of Computer-Aided Tools</strong></td>
<td>Serious deficiencies in understanding the correct selection and/or use of tools.</td>
<td>Minimal application and use of appropriate tools.</td>
<td>Computer-aided tools used with moderate effectiveness to develop designs.</td>
<td>Computer-aided tools are used effectively to develop and analyze designs.</td>
<td></td>
</tr>
<tr>
<td>(2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Application of Engineering Principles</strong></td>
<td>No or erroneous application of engineering principles yielding unreasonable solution.</td>
<td>Serious deficiencies in proper selection and use of engineering principles.</td>
<td>Effective application of engineering principles resulting in reasonable solution.</td>
<td>Critical selection and application of engineering principles ensuring reasonable results.</td>
<td></td>
</tr>
<tr>
<td>(2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Final Design</strong></td>
<td>Not capable of achieving desired objectives.</td>
<td>Barely capable of achieving desired objectives.</td>
<td>Design meets desired objectives.</td>
<td>Design meets or exceeds desired objectives.</td>
<td></td>
</tr>
<tr>
<td><strong>Process Economics</strong></td>
<td>No or totally erroneous cost estimates presented.</td>
<td>Reasonable cost estimates presented, but no profitability analysis included.</td>
<td>Reasonable profitability analysis presented, but no interpretation of the results.</td>
<td>Effective use of profitability analysis leading to improvement recommendations.</td>
<td></td>
</tr>
<tr>
<td>(1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interpretation of Results</strong></td>
<td>No or erroneous conclusions based on achieved results.</td>
<td>Serious deficiencies in support for stated conclusions.</td>
<td>Sound conclusions reached based on achieved results.</td>
<td>Insightful, supported conclusions and recommendations.</td>
<td></td>
</tr>
<tr>
<td>(2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OVERALL PERFORMANCE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>POINTS REQUIRED</strong></td>
<td>0–9</td>
<td>10–19</td>
<td>20–29</td>
<td>30–39</td>
<td></td>
</tr>
</tbody>
</table>

*Rubric shared by Connie M. Schroeder, University of Wisconsin-Milwaukee on the POD listserv, April 14, 2008.*
GENERIC DANCE RUBRIC ASSESSING SKILL DEVELOPMENT*

**Use of Performance Skills**

**Novice**
*When performing basic locomotor and axial movement dancers show:*
- undefined placement within spatial design
- limited response to rhythmic structure & tempo changes
- minimal range of dynamics and movement qualities
- sporadic concentration

**Apprentice**
*When performing basic locomotor and axial movement dancers show:*
- clear response to rhythmic structure & tempo changes
- moderate range of dynamics and movement qualities
- concentration & focus

**Proficient**
*When performing moderately challenging movement, dancers show:*
- Same as Apprentice

**Advanced**
*When performing moderately challenging movement, dancers show:*
- complexity and variety of spatial elements
- clear response to a variety of rhythmic structures & tempo changes
- broad range of dynamics and movement
- projected concentration & focus

**Distinguished**
*When performing technically challenging movement, dancers amplify the composition by showing:*
- projected artistic expression
- clarity of purpose
- sensitive stylistic nuance and phrasing

**Use of Compositional Elements**

**Novice**
*In choreographing phrases, dancers show:*
- minimal demonstration of the principles of space, time, and energy
- limited body movement

**Apprentice**
*In choreographing phrases or pieces, dancers show:*
- changes in use of space, time, and energy
- basic form of beg, mid, end

**Proficient**
*In choreographing pieces, dancers show:*
- purposeful approach to space, time, and energy
- forms such as ABA, rondo, canon, theme and variation
- personal expression & full body involvement

**Advanced**
*In choreographing pieces, dancers show:
• complexity and variety of spatial elements
• forms integral to the expression of the piece
• full body movement that clearly expresses the choreographic intent

**Distinguished**

*In choreographing pieces, dancers demonstrate sophisticated compositional awareness by showing:*

• aesthetically effective use of space, time, energy, and form
• facility in use of abstract as well as literal expressions of a theme
• powerful, clear personal expression

*Rubric shared by Connie M. Schroeder, University of Wisconsin-Milwaukee on the POD listserv, April 14, 2008.*
### ART STUDIO ASSESSMENT RUBRIC*

<table>
<thead>
<tr>
<th>GRADE</th>
<th>TECHNIQUE</th>
<th>AESTHETICS</th>
<th>ATTITUDE/BEHAVIOR</th>
</tr>
</thead>
</table>
| A     | • High level technical skill  
       • Unique and self-challenging application of skills taught  
       • Project presented in professional manner  
       • Original and challenging subject matter  
       • Effective use of studio time  
       • Superior observation skills  
       • Piece is a reflection of individuality and shows originality of thought  
       • Composition is strong  
       • Work evokes a strong emotional and intellectual response  
       • Professional presentation  | • Excellent attendance  
       • Finds personally meaningful resources  
       • Meets deadlines with outstanding work  
       • Is receptive and listens to criticism and applies suggestions to demonstrate improvement  
       • Uses 100% of studio time  
       • Is supportive of other students  
       • Takes artistic risks with successful results  |
| B     | • Demonstration of technical growth beyond average requirements  
       • Professional presentation attempted but slight improvements needed  
       • Thoughtful choice of subject matter  
       • Good use of studio time  
       • Subject is evident but lacks strength  
       • Effective use of composition  
       • Work is correctly presented  | • Good attendance  
       • Meets deadlines with quality work  
       • Uses 100% of studio time  
       • Takes artistic risks with some success  
       • Appropriate behavior with teacher/s, assistants and fellow classmates  
       • Takes artistic risks with some success  |
| C     | • Completes all projects according to directions  
       • Demonstrations of skills taught  
       • Uses studio time productively  
       • Average presentation but improvement evident  
       • Chooses common subject matter  
       • So-so composition  
       • Emotional or intellectual concepts are unclear  
       • Correct presentation is attempted, but lacks professionalism  | • Does not let absence affect grade  
       • All missed assignments are made up as homework or during open studio time  
       • Not receptive to criticism  
       • Student participates in class and completes every assignment  
       • Takes no artistic risks  |
| D     | • Lack of effort  
       • Basic project requirements not met  
       • Projects not completed according to directions  
       • Poor use of class time  
       • Does not evoke an emotional or intellectual response  
       • Poor craftsmanship  
       • Lack of unity  
       • Eye wanders  
       • Work is incomplete  | • Present in body only  
       • Some, but not all projects completed  
       • Work does not meet standards  
       • Poor attendance  
       • Inappropriate behavior  
       • Disrupts teaching process  |
| F     | • Work not completed  
       • Work not completed  
       • Work not completed  | • Absences affecting the completion of projects  
       • Projects not turned in  
       • Inappropriate behavior which disrupts the teaching and learning machine  |

---

*Rubric shared by Connie M. Schroeder, University of Wisconsin-Milwaukee on the POD listserv, April 14, 2008.
Scoring Rubric for Reflection Papers  
(Compiled by California Polytechnic State University Service-Learning Program)  


- Excellent Paper -

Civic Awareness and Responsibility

The paper demonstrates that the student:
- understands the complex nature of social problems and has identified several of the 
  causes leading to the social problem addressed by the agency;
- understands that there are forces in action which may cause misfortune over which 
  individuals have no control. (i.e. realizes that individuals are not always solely to blame 
  when they are faced with misfortunes; that it's not just a matter of "pulling yourself up by 
  the bootstraps;")
- sees a relationship between the work of grass roots service agencies and local, state and 
  national government;
- can explain in great detail the programs and services provided by the agency;
- is committed to continued involvement in the community and/or in political processes 
  while in school or after graduation (OR makes a thoughtful argument against or 
  questioning such involvement);
- has identified ways in which he/she can contribute to the community, including both 
  skills and knowledge;
- grasps the concept of social justice;
- made commitments to the agency that exceeded those required by the class and fulfilled 
  all of them.

Critical Thinking

The paper shows that the author:
- views situations from multiple perspectives; able to observe multiple aspects of the 
  situation and place them in context;
- perceives conflicting goals within and among the individuals involved in a situation and 
  recognizes that the differences can be evaluated;
- recognizes that actions must be situationally dependent and understands many of the 
  factors which affect their choice;
- makes appropriate judgments based on reasoning and evidence;
- has reasonable assessment of the importance of the decisions facing clients and his or her 
  responsibility as a part of the clients' lives;
- began to think in new ways; about the clients served, society and social problems in 
  general, him/herself as a person;
- not only understands the purpose(s) and programs of the agency selected but uses critical 
  thinking skills to evaluate its effectiveness and to develop recommendations for 
  improvement;
- realizes that he/she can learn outside the classroom because he/she has accessed 
  information from a variety of sources in the field (i.e. observation, interview, reading 
  materials, etc.) thereby demonstrating capacity for self-guided, life-long learning 
  activities;
- **Personal Development**

The paper indicates that the student:

- realizes how much he or she can learn from others, including those considered to be "underprivileged;"
- appreciates people whose values, lifestyles or cultures are different from his or her own;
- has examined his own beliefs in light of the experience;
- sees evidence that the author continues in the process of developing a philosophy of life;
- sees how service involvement could impact his personal career development;
- understands some of the factors that make the people who are served and/or agency staff different from him/herself.

- **Proficient Paper**

- **Civic Awareness and Responsibility**

The paper demonstrates that the student:

- is likely to continue his interest in his issue area;
- appreciates the complex nature of the social issue addressed by the agency and names at least two causes;
- understands that there are forces in action which may cause misfortune over which individuals have no control. (i.e. realizes that individuals are not always solely to blame when they are faced with misfortunes; that it's not just a matter of "pulling yourself up by the bootstraps");
- has fulfilled all commitments made to the agency including eight hours of service;
- has a sense of the contributions that he/she can make in terms of his/her skills and knowledge;
- is committed to working with the same or a similar agency at some point in his or her future (OR provides a well thought out argument against or questioning such involvement).

- **Critical Thinking**

The paper shows that the author:

- not only understands the purpose(s) and programs of the agency selected but uses critical thinking skills to evaluate its effectiveness and to develop at least two recommendations for improvement;
- sees how and where skills and information gained through service involvement can be applied to other situations;
- has accessed information from a variety of sources in the field (e.g. observation, interview, reading related materials, discussion groups), thereby demonstrating a capacity for applying "learn by doing" in the community as a method for life-long learning;
- observations are fairly thorough and nuanced although they tend not to be placed in a broader context;
- provides a cogent critique from one perspective, but fails to see the broader system in which the aspect is embedded and other factors which may change;
- Acceptable Paper -

**Civic Awareness and Responsibility**

The paper demonstrates that the student:
- is aware at a general level of social problems and their complex nature;
- recognizes a need for people to get involved;
- demonstrates some idea of how and where his/her skills and knowledge can be used for community betterment.

**Critical Thinking**

The paper shows that the author:
- understands the purpose(s) and programs of the agency selected and provides at least one idea of how its services might be improved;
- has accessed information from a variety of sources in the field (i.e. observation, interview, reading related materials, discussion groups);
- gives examples of observed behaviors or characteristics of the client or setting, but provides no insight into reasons behind the observation;
- observations tend to be one-dimensional and conventional or unassimilated repetitions of what has been heard;
- tends to focus on just one aspect of the situation;
- uses unsupported personal beliefs frequently as "hard" evidence;
- may acknowledge differences of perspective but does not discriminate effectively among them.

**Personal Development**

The paper indicates that the student:
- realizes that he or she can learn from others, including those considered to be "underprivileged;"
- is tolerant of people whose values, lifestyles or cultures are different from his or her own.

- Unacceptable Paper -

**Civic Awareness and Responsibility**

The paper demonstrates that the student:
- lacks information about social problems and/or interest in addressing them;
- demonstrates no personal commitment to helping find a solution for community problems;
- has not fulfilled his/her commitments to the agency.

- Rubrics - 67 -
**Critical Thinking**

The paper shows that the author:
- does not see how skills and information gained through service involvement can be applied to other situations.

**Personal Development**

The paper indicates that the student:
- believes he or she has little to learn from others, including those considered to be "underprivileged;"
- is not tolerant of individual differences and continues to rely on traditional stereotypes to describe and deal with people who are different from him/herself;
- has undergone no examination of his/her own beliefs in light of the service experience.
Guide to Rating Critical & Integrative Thinking
Washington State University, Fall 2006

Retrieved April 24, 2008 from
http://wsuctprojectdev.wsu.edu/ctr_docs/CIT%20Rubric%202006.pdf

For each of the seven criteria below, assess the work by:
a) circling specific phrases that describe the work, and writing comments
b) circling a numeric score

Note: A score of 4 represents competency for a student graduating from WSU.

1. Identifies, summarizes (and appropriately reformulates) the **problem, question, or issue**.

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Developing</th>
<th>Mastering</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Does not attempt to or fails to identify and summarize accurately.</td>
<td>Summarizes issue, though some aspects are incorrect or confused. Nuances and key details are missing or glossed over.</td>
<td>Clearly identifies the challenge and subsidiary, embedded, or implicit aspects of the issue.</td>
</tr>
</tbody>
</table>

**Comments:**

2. Identifies and considers the influence of **context** * and **assumptions**.

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Developing</th>
<th>Mastering</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Approach to the issue is in egocentric or socio-centric terms. Does not relate issue to other contexts (cultural, political, historical, etc.). Analysis is grounded in absolutes, with little acknowledgment of own biases. Does not recognize context or surface assumptions and underlying ethical implications, or does so superficially.</td>
<td>Presents and explores relevant contexts and assumptions regarding the issue, although in a limited way. Analysis includes some outside verification, but primarily relies on established authorities. Provides some recognition of context and consideration of assumptions and their implications.</td>
<td>Analyzes the issue with a clear sense of scope and context, including an assessment of audience. Considers other integral contexts. Analysis acknowledges complexity and bias of vantage and values, although may elect to hold to bias in context. Identifies influence of context and questions assumptions, addressing ethical dimensions underlying the issue.</td>
</tr>
</tbody>
</table>

**Comments:**

Contexts may include:

Rubrics - 69
### Rubrics - 70

<table>
<thead>
<tr>
<th>Cultural/social</th>
<th>Scientific</th>
<th>Economic</th>
<th>Ethical</th>
<th>Personal Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group, national, ethnic behavior/attitude</td>
<td>Conceptual, basic science, scientific method</td>
<td>Trade, business concerns costs</td>
<td>Values</td>
<td>Personal observation, informal character</td>
</tr>
<tr>
<td>Educational</td>
<td>Technological</td>
<td>Political</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schooling, formal training</td>
<td>Applied science, engineering</td>
<td>Organizational or governmental</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Develops, presents, and communicates OWN **perspective, hypothesis or position.**

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Developing</th>
<th>Mastering</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2</td>
<td>3 4</td>
<td>5 6</td>
</tr>
<tr>
<td>Position or hypothesis is clearly inherited or adopted with little original consideration.</td>
<td>Position includes some original thinking that acknowledges, refutes, synthesizes or extends other assertions, although some aspects may have been adopted.</td>
<td>Position demonstrates ownership for constructing knowledge or framing original questions, integrating objective analysis and intuition.</td>
</tr>
<tr>
<td>Addresses a single source or view of the argument, failing to clarify the established position relative to one’s own.</td>
<td>Presents own position or hypothesis, though inconsistently.</td>
<td>Appropriately identifies own position on the issue, drawing support from experience, and information not available from assigned sources.</td>
</tr>
<tr>
<td>Fails to present and justify own opinion or forward hypothesis.</td>
<td>Presents and justifies own position without addressing other views, or does so superficially.</td>
<td>Clearly presents and justifies own view or hypothesis while qualifying or integrating contrary views or interpretations.</td>
</tr>
<tr>
<td>Position or hypothesis is unclear or simplistic.</td>
<td>Position or hypothesis is generally clear, although gaps may exist.</td>
<td>Position or hypothesis demonstrates sophisticated, integrative thought and is developed clearly throughout.</td>
</tr>
</tbody>
</table>

**Comments:**

4. Presents, assesses, and analyzes appropriate **supporting data/evidence.**

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Developing</th>
<th>Mastering</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2</td>
<td>3 4</td>
<td>5 6</td>
</tr>
<tr>
<td>No evidence of search, selection or source evaluation skills.</td>
<td>Demonstrates adequate skill in searching, selecting, and evaluating sources to meet the information need.</td>
<td>Evidence of search, selection, and source evaluation skills; notable identification of uniquely salient resources.</td>
</tr>
<tr>
<td>Repeats information provided without question or dismisses evidence without adequate justification.</td>
<td>Use of evidence is qualified and selective.</td>
<td>Examines evidence and its source; questions its accuracy, relevance, and completeness.</td>
</tr>
<tr>
<td>Discerns fact from opinion and</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rubrics - 70
Does not distinguish among fact, opinion, and value judgments.
Conflates cause and correlation; presents evidence and ideas out of sequence.
Data/evidence or sources are simplistic, inappropriate, or not related to topic.

<table>
<thead>
<tr>
<th>Rubrics</th>
<th>Rubrics</th>
<th>Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>May recognize bias in evidence, although attribution is inappropriate.</td>
<td>Demonstrates understanding of how facts shape but may not confirm opinion. Recognizes bias, including selection bias.</td>
<td>Correlations are distinct from causal relationships between and among ideas. Sequence of presentation reflects clear organization of ideas, subordinating for importance and impact.</td>
</tr>
<tr>
<td>Distinguishes causality from correlation, though presentation may be flawed.</td>
<td>Appropriate data/evidence or sources provided, although exploration appears to have been routine.</td>
<td>Information need is clearly defined and integrated to meet and exceed assignment, course or personal interests.</td>
</tr>
</tbody>
</table>

**Comments:**

5. Integrates issue using OTHER (disciplinary) perspectives and positions.

<table>
<thead>
<tr>
<th>Rubrics</th>
<th>Rubrics</th>
<th>Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deals with a single perspective and fails to discuss others’ perspectives.</td>
<td>Begins to relate alternative views to qualify analysis.</td>
<td>Addresses others’ perspectives and additional diverse perspectives drawn from outside information to qualify analysis.</td>
</tr>
<tr>
<td>Adopts a single idea or limited ideas with little question. If more than one idea is presented, alternatives are not integrated.</td>
<td>Rough integration of multiple viewpoints and comparison of ideas or perspectives. Ideas are investigated and integrated, but in a limited way.</td>
<td>Fully integrated perspectives from variety of sources; any analogies are used effectively.</td>
</tr>
<tr>
<td>Engages ideas that are obvious or agreeable. Avoids challenging or discomforting ideas.</td>
<td>Engages challenging ideas tentatively or in ways that overstate the conflict. May dismiss alternative views hastily.</td>
<td>Integrates own and others’ ideas in a complex process of judgment and justification. Clearly justifies own view while respecting views of others.</td>
</tr>
<tr>
<td>Treats other positions superficially or misrepresents them.</td>
<td>Analysis of other positions is thoughtful and mostly accurate.</td>
<td>Analysis of other positions is accurate, nuanced, and respectful.</td>
</tr>
</tbody>
</table>

**Comments:**
6. Identifies and assesses **conclusions, implications, and consequences.**

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Developing</th>
<th>Mastering</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Fails to identify conclusions, implications, and consequences, or conclusion is a simplistic summary. Conclusions presented as absolute, and may attribute conclusion to external authority.</td>
<td>Conclusions consider or provide evidence of consequences extending beyond a single discipline or issue. Presents implications that may impact other people or issues. Presents conclusions as relative and only loosely related to consequences. Implications may include vague reference to conclusions.</td>
<td>Identifies, discusses, and extends conclusions, implications, and consequences. Considers context, assumptions, data, and evidence. Qualifies own assertions with balance. Conclusions are qualified as the best available evidence within the context. Consequences are considered and integrated. Implications are clearly developed, and consider ambiguities.</td>
</tr>
</tbody>
</table>

**Comments:**

7. **Communicates effectively.**

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Developing</th>
<th>Mastering</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>In many places, language obscures meaning. Grammar, syntax, or other errors are distracting or repeated. Little evidence of proofreading. Style is inconsistent or inappropriate. Work is unfocused and poorly organized; lacks logical connection of ideas. Format is absent, inconsistent or distracting. Few sources are cited or used correctly.</td>
<td>In general, language does not interfere with communication. Errors are not distracting or frequent, although there may be some problems with more difficult aspects of style and voice. Basic organization is apparent; transitions connect ideas, although they may be mechanical. Format is appropriate although at times inconsistent. Most sources are cited and used correctly.</td>
<td>Language clearly and effectively communicates ideas. May at times be nuanced and eloquent. Errors are minimal. Style is appropriate for audience. Organization is clear; transitions between ideas enhance presentation. Consistent use of appropriate format. Few problems with other components of presentation. All sources are cited and used correctly, demonstrating understanding of economic, legal and social issues involved with the use of information.</td>
</tr>
</tbody>
</table>

**Comments:**
## Overall Rating

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify problem, question, or issue</td>
<td></td>
</tr>
<tr>
<td>2. Consider context and assumptions</td>
<td></td>
</tr>
<tr>
<td>3. Develop own position or hypothesis</td>
<td></td>
</tr>
<tr>
<td>4. Present and analyze supporting data</td>
<td></td>
</tr>
<tr>
<td>5. Integrate other perspectives</td>
<td></td>
</tr>
<tr>
<td>6. Identify conclusions and implications</td>
<td></td>
</tr>
<tr>
<td>7. Communicate effectively</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

©2006—Center for Teaching, Learning, & Technology, Washington State University
<table>
<thead>
<tr>
<th>Quality</th>
<th>Macro Criteria</th>
<th>No/Limited Proficiency (D&amp;E)</th>
<th>Some Proficiency (C)</th>
<th>Proficiency (B)</th>
<th>High Proficiency (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identifies &amp; Explains Issues</td>
<td>Fails to identify, summarize, or explain the main problem or question. Represents the issues inaccurately or inappropriately.</td>
<td>Identifies main issues but does not summarize or explain them clearly or sufficiently.</td>
<td>Successfully identifies and summarizes the main issues, but does not explain why/how they are problems or create questions</td>
<td>Clearly identifies and summarizes main issues and successfully explains why/how they are problems or questions; and identifies embedded or implicit issues, addressing their relationships to each other.</td>
<td></td>
</tr>
<tr>
<td>2. Distinguishes Types of Claims</td>
<td>Fails to label correctly any of the factual, conceptual and value dimensions of the problems and proposed solutions.</td>
<td>Successfully identifies some, but not all of the factual, conceptual, and value aspects of the questions and answers.</td>
<td>Successfully separates and labels all the factual, conceptual, and value claims</td>
<td>Clearly and accurately labels not only all the factual, conceptual, and value, but also those implicit in the assumptions and the implications of positions and arguments.</td>
<td></td>
</tr>
<tr>
<td>3. Recognizes Stakeholders and Contexts</td>
<td>Fails accurately to identify and explain any empirical or theoretical contexts for the issues. Presents problems as having no connections to other conditions or contexts.</td>
<td>Shows some general understanding of the influences of empirical and theoretical contexts on stakeholders, but does not identify many specific ones relevant to situation at hand.</td>
<td>Correctly identifies all the empirical and most of theoretical contexts relevant to all the main stakeholders in the situation.</td>
<td>Not only correctly identifies all the empirical and theoretical contexts relevant to all the main stakeholders, but also finds minor stakeholders and contexts and shows the tension or conflicts of interests among them.</td>
<td></td>
</tr>
<tr>
<td>4. Considers Methodology</td>
<td>Fails to explain how/why/which specific methods of research are relevant to the kind of issue at hand.</td>
<td>Identifies some but not all methods required for dealing with the issue; does not explain why they are relevant or effective.</td>
<td>Successfully explains how/why/which methods are most relevant to the problem.</td>
<td>In addition to explaining how/why/which methods are typically used, also describes embedded methods and possible alternative methods of working on the problem.</td>
<td></td>
</tr>
<tr>
<td>5. Frames Personal Responses and Acknowledges Other Perspectives</td>
<td>Fails to formulate and clearly express own point of view, (or) fails to anticipate objections to his/her point of view, (or) fails to consider other perspectives and position.</td>
<td>Formulates a vague and indecisive point of view, or anticipates minor but not major objections to his/her point of view, or considers weak but not strong alternative positions.</td>
<td>Formulates a clear and precise personal point of view concerning the issue, and seriously discusses its weaknesses as well as its strengths.</td>
<td>Not only formulates a clear and precise personal point of view, but also acknowledges objections and rival positions and provides convincing replies to these.</td>
<td></td>
</tr>
<tr>
<td>Scoring Level</td>
<td>Interpretation</td>
<td>Analysis &amp; Evaluation</td>
<td>Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
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<td>--------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4 - Accomplished</strong></td>
<td>Analyzes insightful questions</td>
<td>Examines conclusions</td>
<td>Argues succinctly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Refutes bias</td>
<td>Uses reasonable judgment</td>
<td>Discusses issues thoroughly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Critiques content</td>
<td>Examines conclusions</td>
<td>Shows intellectual honesty</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Examines inconsistencies</td>
<td>Argues succinctly</td>
<td>Justifies decisions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Values information</td>
<td>Refutes bias</td>
<td>Assimilates information</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3 - Competent</strong></td>
<td>Asks insightful questions</td>
<td>Formulates conclusions</td>
<td>Argues clearly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Detects bias</td>
<td>Recognizes arguments</td>
<td>Identifies issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Categorizes content</td>
<td>Notices differences</td>
<td>Attributes sources naturally</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identifies inconsistencies</td>
<td>Evaluates data</td>
<td>Suggests solutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognizes context</td>
<td>Seeks out information</td>
<td>Incorporates information</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2 - Developing</strong></td>
<td>Identifies some questions</td>
<td>Identifies some conclusions</td>
<td>Misconstructs arguments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Notes some bias</td>
<td>Sees some arguments</td>
<td>Generalizes issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognizes basic content</td>
<td>Identifies some differences</td>
<td>Cites sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>States some inconsistencies</td>
<td>Paraphrases data</td>
<td>Presents few options</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Selects sources adequately</td>
<td>Assumes information valid</td>
<td>Overlooks some information</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1 - Beginning</strong></td>
<td>Fails to question data</td>
<td>Fails to draw conclusions</td>
<td>Omits argument</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ignores bias</td>
<td>Sees no arguments</td>
<td>Misrepresents issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Misses major content areas</td>
<td>Overlooks arguments</td>
<td>Excludes data</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Detects no inconsistencies</td>
<td>Overlooks differences</td>
<td>Draws faulty conclusions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chooses biased sources</td>
<td>Repeats data</td>
<td>Shows intellectual dishonesty</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Omits research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Diego State University Cabrillo Tidepool Study Collaboration Rubric</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contribute</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Accomplished 3</th>
<th>Exemplary 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research &amp; Gather Information</td>
<td>Does not collect any information that relates to the topic.</td>
<td>Collects very little information--some relates to the topic.</td>
<td>Collects some basic information--most relates to the topic.</td>
<td>Collects a great deal of information--all relates to the topic.</td>
<td></td>
</tr>
<tr>
<td>Share Information</td>
<td>Does not relay any information to teammates.</td>
<td>Relays very little information--some relates to the topic.</td>
<td>Relays some basic information--most relates to the topic.</td>
<td>Relays a great deal of information--all relates to the topic.</td>
<td></td>
</tr>
<tr>
<td>Be Punctual</td>
<td>Does not hand in any assignments.</td>
<td>Hands in most assignments late.</td>
<td>Hands in most assignments on time.</td>
<td>Hands in all assignments on time.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Take Responsibility</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fulfill Team Role's Duties</td>
<td>Does not perform any duties of assigned team role.</td>
<td>Performs very little duties.</td>
<td>Performs nearly all duties.</td>
<td>Performs all duties of assigned team role.</td>
<td></td>
</tr>
<tr>
<td>Participate in Science Conference</td>
<td>Does not speak during the science conference.</td>
<td>Either gives too little information or information which is irrelevant to topic.</td>
<td>Offers some information--most is relevant.</td>
<td>Offers a fair amount of important information--all is relevant.</td>
<td></td>
</tr>
<tr>
<td>Share Equally</td>
<td>Always relies on others to do the work.</td>
<td>Rarely does the assigned work--often needs reminding.</td>
<td>Usually does the assigned work--rarely needs reminding.</td>
<td>Always does the assigned work without having to be reminded.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Value Others' Viewpoints</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to Other Teammates</td>
<td>Is always talking--never allows anyone else to speak.</td>
<td>Usually doing most of the talking--rarely allows others to speak.</td>
<td>Listens, but sometimes talks too much.</td>
<td>Listens and speaks a fair amount.</td>
<td></td>
</tr>
<tr>
<td>Make Fair Decisions</td>
<td>Usually wants to have things their way.</td>
<td>Often sides with friends instead of considering all views.</td>
<td>Usually considers all views.</td>
<td>Always helps team to reach a fair decision.</td>
<td></td>
</tr>
</tbody>
</table>

| Total |                |                |                |                |       |
## Rubrics for Assessing Information Competence in the California State University

<table>
<thead>
<tr>
<th>ACRL Standard</th>
<th>Beginning</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Determine the Extent of the Information Needed</strong></td>
<td>Student is unable to effectively formulate a research question based on an information need.</td>
<td>Student can formulate a question that is focused and clear. Student identifies concepts related to the topic, and can find a sufficient number of information resources to meet the information need.</td>
<td>Question is focused, clear, and complete. Key concepts and terms are identified. Extensive information sources are identified in numerous potential formats.</td>
</tr>
<tr>
<td><strong>2. Access the Needed Information Effectively and Efficiently</strong></td>
<td>Student is unfocused and unclear about search strategy. Time is not used effectively and efficiently. Information gathered lacks relevance, quality, and balance.</td>
<td>Student executes an appropriate search strategy within a reasonable amount of time. Student can solve problems by finding a variety of relevant information resources, and can evaluate search effectiveness.</td>
<td>Student is aware and able to analyze search results, and evaluate the appropriateness of the variety of (or) multiple relevant sources of information that directly fulfill an information need for the particular discipline,</td>
</tr>
<tr>
<td><strong>3. Evaluate Information and its Sources Critically</strong></td>
<td>Student is unaware of criteria that might be used to judge information quality. Little effort is made to examine the information located</td>
<td>Student examines information using criteria such as authority, credibility, relevance, timeliness, and accuracy, and is able to make judgments about what to keep and what to discard.</td>
<td>Multiple and diverse sources and viewpoints of information are compared and evaluated according to specific criteria appropriate for the discipline. Student is able to match criteria to a specific information need, and can articulate how identified sources relate to the context of the discipline.</td>
</tr>
<tr>
<td><strong>4. Use Information Effectively to Accomplish a Specific Purpose</strong></td>
<td>Student is not aware of the information necessary to research a topic, and the types of data that would be useful in formulating a convincing argument. Information is incomplete and does not support the intended purpose.</td>
<td>Student uses appropriate information to solve a problem, answer a question, write a paper, or other purposes</td>
<td>Student is aware of the breadth and depth of research on a topic, and is able to reflect on search strategy, synthesize and integrate information from a variety of sources, draw appropriate conclusions, and is able to clearly communicate ideas to others</td>
</tr>
<tr>
<td><strong>5. Understand the Economic, Legal, and Social Issues surrounding the Use of Information, and Access and Use Information Ethically and Legally</strong></td>
<td>Student is unclear regarding proper citation format, and/or copies and paraphrases the information and ideas of others without giving credit to authors. Student does not know how to distinguish between information that is objective and biased, and does not know the role that free access to information plays in a democratic society.</td>
<td>Student gives credit for works used by quoting and listing references. Student is an ethical consumer and producer of information, and understands how free access to information, and free expression, contribute to a democratic society.</td>
<td>Student understands and recognizes the concept of intellectual property, can defend him/herself if challenged, and can properly incorporate the ideas/published works of others into their own work building upon them. Student can articulate the value of information to a free and democratic society, and can use specific criteria to discern objectivity/fact from bias/propaganda.</td>
</tr>
</tbody>
</table>

*Prepared by the CSU Information Competence Initiative, October 2002, based on the 2000 ACRL Information Literacy Competency Standards For Higher Education. For more information, see http://www.calstate.edu/LS/1_rubric.doc.*
<table>
<thead>
<tr>
<th></th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
<td>Shows minimal engagement with the topic, failing to recognize multiple dimensions/ perspectives; lacking even basic observations</td>
<td>Shows some engagement with the topic without elaboration; offers basic observations but rarely original insight</td>
<td>Demonstrates engagement with the topic, recognizing multiple dimensions and/or perspectives; offers some insight</td>
<td>Demonstrates engagement with the topic, recognizing multiple dimensions and/or perspectives with elaboration and depth; offers considerable insight</td>
</tr>
<tr>
<td><strong>Focus and Thesis</strong></td>
<td>Paper lacks focus and/or a discernible thesis.</td>
<td>Some intelligible ideas, but thesis is weak, unclear, or too broad.</td>
<td>Identifiable thesis representing adequate understanding of the assigned topic; minimal irrelevant material</td>
<td>Clear, narrow thesis representing full understanding of the assignment; every word counts</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>Little to no evidence</td>
<td>Some evidence but not enough to develop argument in unified way. Evidence may be inaccurate, irrelevant, or inappropriate for the purpose of the essay</td>
<td>Evidence accurate, well documented, and relevant, but not complete, well integrated, and/or appropriate for the purpose of the essay</td>
<td>Evidence is relevant, accurate, complete, well integrated, well documented, and appropriate for the purpose of the essay.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Organization is missing both overall and within paragraphs. Introduction and conclusion may be lacking or illogical.</td>
<td>Organization, overall and/or within paragraphs, is formulaic or occasionally lacking in coherence; few evident transitions. Introduction and conclusion may lack logic.</td>
<td>Few organizational problems on any of the 3 levels (overall, paragraph, transitions). Introduction and conclusion are effectively related to the whole.</td>
<td>Organization is logical and appropriate to assignment; paragraphs are well-developed and appropriately divided; ideas linked with smooth and effective transitions. Introduction and conclusion are effectively related to the whole.</td>
</tr>
<tr>
<td><strong>Style and Mechanics</strong></td>
<td>Multiple and serious errors of sentence structure; frequent errors in spelling and capitalization; intrusive and/or inaccurate punctuation such that communication is hindered. Proofreading not evident.</td>
<td>Sentences show errors of structure and little or no variety; many errors of punctuation, spelling and/or capitalization. Errors interfere with meaning in places. Careful proofreading not evident.</td>
<td>Effective and varied sentences; some errors in sentence construction; only occasional punctuation, spelling and/or capitalization errors.</td>
<td>Each sentence structured effectively, powerfully; rich, well-chosen variety of sentence styles and length; virtually free of punctuation, spelling, capitalization errors.</td>
</tr>
</tbody>
</table>
# Research Process Rubric*

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Novice</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Defining the Topic</strong></td>
<td>Student has no research question. Teacher has to supply question.</td>
<td>Basic, essential question is vague. Related questions do not help answer basic question. Student knows general subject matter to be searched.</td>
<td>Essential question is focused and clear. Student knows some related concepts for his topic. Most related questions focus topic.</td>
<td>Essential question is clear, complete, and requires critical thinking skills. Related questions focus topic accurately.</td>
</tr>
<tr>
<td><strong>Collecting Information</strong></td>
<td>Student looses focus. Information is not accurate or complete.</td>
<td>Student uses the minimal number of sources. Information, though interesting, frequently does not relate to questions.</td>
<td>Student efficiently determines the appropriate sources for information and uses multiple, varied sources. Most information relates directly to the questions.</td>
<td>Student utilizes a variety of resources and only the information that answers the essential question is used. Search strategies are revised as information is located or could not be found.</td>
</tr>
<tr>
<td><strong>Evaluating Sources</strong></td>
<td>Only one type of source is used. Little effort is made to determine validity of source.</td>
<td>Two or more types of sources are used. Student recognizes who is authoring the information.</td>
<td>Multiple types of sources are used and reflect support of the essential and related questions. The scope, authority and currency of the information are taken into account.</td>
<td>Diverse sources are used and reflect support of the essential questions. Student compares information from at least 2 sources for accuracy, validity, and inherent bias.</td>
</tr>
<tr>
<td><strong>Extracting Information</strong></td>
<td>Product contains missing details and isn’t completely accurate. Questions are unanswered.</td>
<td>Product is not complete. Only one related question is answered. Student can summarize information source but misses some concepts.</td>
<td>Product answers the questions in a way that reflects learning using some detail and accuracy. Student identifies key concepts from the information source by scanning and skimming.</td>
<td>Student assesses information in a meaningful way and creates a product that clearly answers the questions with accuracy, detail and understanding. Student determines if information supports or rejects student’s thesis.</td>
</tr>
<tr>
<td><strong>Citing Information</strong></td>
<td>Sources are not cited properly.</td>
<td>MLA format is followed although several errors are apparent.</td>
<td>MLA format is followed. Student lists most of the components in correct form.</td>
<td>MLA format is exact. No errors are evident.</td>
</tr>
<tr>
<td><strong>Reflecting on Research</strong></td>
<td>Student is disorganized, does not have a research strategy and does not use time effectively.</td>
<td>Student needs considerable teacher help to organize research. Some steps are missing in the plan.</td>
<td>Student works within the time frame and develops a system to organize information. Requires some teacher help.</td>
<td>Time management skills are excellent. Student develops a clear method to organize information and makes revisions in plan when needed.</td>
</tr>
</tbody>
</table>

### The Characteristics of Different Quality Dissertations


<table>
<thead>
<tr>
<th>Quality</th>
<th>Characteristics</th>
</tr>
</thead>
</table>
| Outstanding| • Original and significant, and also ambitious, brilliant, clear, clever, coherent, compelling, concise, creative, elegant, engaging, exciting, interesting, insightful, persuasive, sophisticated, surprising, and thoughtful  
• Very well written and very well organized  
• Synthetic and interdisciplinary  
• Connects components seamlessly  
• Exhibits mature, independent thinking,  
• Has a point of view and a strong, confident, independent, and authoritative voice  
• Asks new questions or addresses an important question or problem  
• Clearly states the problem and why it is important  
• Displays a deep understanding of a massive amount of complicated literature  
• Exhibits command and authority over the material  
• Argument is focused, logical, rigorous, and sustained  
• Is theoretically sophisticated and shows a deep understanding of theory  
• Has a brilliant research design  
• Uses or develops new tools, methods, approaches, or new types of analyses  
• Is thoroughly researched  
• Data are rich and come from multiple sources  
• Analysis is comprehensive, complete, sophisticated, and convincing  
• Results are significant  
• Conclusion ties the whole thing together  
• Is publishable in top-tier journals  
• Is of interest to a larger community and changes the way people think  
• Pushes the discipline's boundaries and opens new areas for research |
| Very Good  | • Solid  
• Well written and well organized  
• Has some original ideas, insights, and observations, but is less original, significant, ambitious, interesting, and exciting than outstanding  
• Has a good question or problem that tends to be small and traditional  
• Is the next step in a research program (good normal science)  
• Shows understanding and mastery of the subject matter  
• Argument is strong, comprehensive, and coherent  
• Research is well executed  
• Demonstrates (technical) competence  
• Uses appropriate, standard theory, methods, and techniques  
• Obtains solid, expected results/answers |
<table>
<thead>
<tr>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
</table>
| - Misses opportunities to completely explore interesting issues and connections  
- Makes a modest contribution to the field but does not open it up | - Is poorly written  
- Has spelling and grammatical errors  
- Presentation is sloppy  
- Contains errors or mistakes  
- Plagiarizes or deliberately misreads or misuses sources  
- Does not understand basic concepts, processes, or conventions of the discipline  
- Lacks careful thought  
- Question or problem is trivial, weak, unoriginal, or already solved  
- Does not understand or misses relevant literature  
- Argument is weak, inconsistent, self-contradictory, unconvincing, or invalid  
- Theory is missing, wrong, or not handled well  
- Methods are inappropriate or incorrect  
- Data are flawed, wrong, false, fudged, or misinterpreted  
- Analysis is wrong, inappropriate, incoherent, or confused  
- Results are obvious, already known, unexplained, or misinterpreted  
- Interpretation is unsupported or exaggerated  
- Does not make a contribution |
AAC&U VALUE Rubrics

These rubrics were developed for the Essential Learning Outcomes as part of the VALUE initiative (Valid Assessment of Learning in Undergraduate Education) of the Association of American Colleges and Universities (AAC&U). More information can be found at http://www.aacu.org/value/rubrics

The Essential Learning Outcomes
Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

Knowledge of Human Cultures and the Physical and Natural World
- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
  Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, including
- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving
  Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, including
- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning
  Anchored through active involvement with diverse communities and real-world challenges

Integrative Learning, including
- Synthesis and advanced accomplishment across general and specialized studies
  Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems
Note: This list was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in a series of AAC&U publications, including *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2002), *Taking Responsibility for the Quality of the Baccalaureate Degree* (2004), *Liberal Education Outcomes: A Preliminary Report on Achievement in College* (2005), and *College Learning for the new Global Century* (2007).

**Included in this packet are the following rubrics:***

- Civic Engagement page 84
- Creative Thinking page 88
- Critical Thinking page 91
- Ethical Reasoning page 94
- Information Literacy page 97
- Inquiry and Analysis page 100
- Integrative Learning page 103
- Intercultural Knowledge and Competence page 106
- Oral Communication page 110
- Problem Solving page 114
- Teamwork page 117
- Quantitative Literacy page 120
- Written Communication page 124
- Reading page 127
- Lifelong Learning page 131

The Introduction to each VALUE rubric begins with this statement:
The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.
CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Framing Language

Preparing graduates for their public lives as citizens, members of communities, and professionals in society has historically been a responsibility of higher education. Yet the outcome of a civic-minded graduate is a complex concept. Civic learning outcomes are framed by personal identity and commitments, disciplinary frameworks and traditions, pre-professional norms and practice, and the mission and values of colleges and universities. This rubric is designed to make the civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For students this could include community-based learning through service-learning classes, community-based research, or service within the community. Multiple types of work samples or collections of work may be utilized to assess this, such as:

• The student creates and manages a service program that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. In the process, the student also teaches and models processes that engage others in deliberative democracy, in having a voice, participating in democratic processes, and taking specific actions to affect an issue.
• The student researches, organizes, and carries out a deliberative democracy forum on a particular issue, one that includes multiple perspectives on that issue and how best to make positive change through various courses of public action. As a result, other students, faculty, and community members are engaged to take action on an issue.
• The student works on and takes a leadership role in a complex campaign to bring about tangible changes in the public’s awareness or education on a particular issue, or even a change in public policy. Through this process, the student demonstrates multiple types of civic action and skills.
• The student integrates their academic work with community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process.

In addition, the nature of this work lends itself to opening up the review process to include community constituents that may be a part of the work, such as teammates, colleagues, community/agency members, and those served or collaborating in the process.
Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

• Civic-identity: When one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.
• Service-learning class: A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.
• Communication skills: Listening, deliberation, negotiation, consensus building, and productive use of conflict.
• Civic life: The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.
• Politics: A process by which a group of people, whose opinions or interests might be divergent, reach collective decisions that are generally regarded as binding on the group and enforced as common policy. Political life enables people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another.
• Government: "The formal institutions of a society with the authority to make and implement binding decisions about such matters as the distribution of resources, allocation of benefits and burdens, and the management of conflicts." (Retrieved from the Center for Civic Engagement website, May 5, 2009.)
• Civic/community contexts: Organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African-Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.). In addition, contexts for civic engagement may be defined by a variety of approaches intended to benefit a person, group, or community, including community service or volunteer work, academic work.
CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact value@aacu.org

Definition
Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

<table>
<thead>
<tr>
<th>Capstone</th>
<th>4</th>
<th>Milestones</th>
<th>3</th>
<th>Benchmark</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity of Communities and Cultures</td>
<td>Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.</td>
<td>Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.</td>
<td>Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.</td>
<td>Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.</td>
<td></td>
</tr>
<tr>
<td>Analysis of Knowledge</td>
<td>Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.</td>
<td>Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.</td>
<td>Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.</td>
<td>Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.</td>
<td></td>
</tr>
<tr>
<td>Civic-Identity and Commitment</td>
<td>Provides evidence of experience in civic engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.</td>
<td>Provides evidence of experience in civic engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic-identity and commitment.</td>
<td>Evidence suggests involvement in civic engagement activities is generated from expectations or course requirements rather than from a sense of civic-identity.</td>
<td>Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic-identity.</td>
<td></td>
</tr>
<tr>
<td>Civic Communication</td>
<td>Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.</td>
<td>Effectively communicates in civic context, showing ability to do all of the following: express, listen and adapt ideas and messages based on others' perspectives.</td>
<td>Communicates in civic context, showing ability to do more than one of the following: express, listen and adapt ideas and messages based on others' perspectives.</td>
<td>Communicates in civic context, showing ability to do one of the following: express, listen and adapt ideas and messages based on others' perspectives.</td>
<td></td>
</tr>
<tr>
<td>Civic Action and Reflection</td>
<td>Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one’s actions.</td>
<td>Demonstrates independent experience and team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one’s actions.</td>
<td>Has clearly participated in civically-focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.</td>
<td>Has experimented with some civic activities but shows little internalized understanding of its aims or effects and little commitment to future action.</td>
<td></td>
</tr>
<tr>
<td>Civic Contexts/Structures</td>
<td>Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.</td>
<td>Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim.</td>
<td>Demonstrates experience identifying intentional ways to participate in civic contexts and structures.</td>
<td>Experiments with civic contexts and structures, tries out a few to see what fits.</td>
<td></td>
</tr>
</tbody>
</table>
CREATIVE THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

Definition
Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

Framing Language
Creative thinking, as it is fostered within higher education, must be distinguished from less focused types of creativity such as, for example, the creativity exhibited by a small child’s drawing, which stems not from an understanding of connections, but from an ignorance of boundaries. Creative thinking in higher education can only be expressed productively within a particular domain. The student must have a strong foundation in the strategies and skills of the domain in order to make connections and synthesize. While demonstrating solid knowledge of the domain's parameters, the creative thinker, at the highest levels of performance, pushes beyond those boundaries in new, unique, or atypical recombinations, uncovering or critically perceiving new syntheses and using or recognizing creative risk-taking to achieve a solution.

The Creative Thinking VALUE Rubric is intended to help faculty assess creative thinking in a broad range of transdisciplinary or interdisciplinary work samples or collections of work. The rubric is made up of a set of attributes that are common to creative thinking across disciplines. Examples of work samples or collections of work that could be assessed for creative thinking may include research papers, lab reports, musical compositions, a mathematical equation that solves a problem, a prototype design, a reflective piece about the final product of an assignment, or other academic works. The work samples or collections of work may be completed by an individual student or a group of students.

Glossary
The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Exemplar: A model or pattern to be copied or imitated (quoted from http://dictionary.reference.com/browse/exemplar).
- Domain: Field of study or activity and a sphere of knowledge and influence.
**Creative Thinking VALUE Rubric**

for more information, please contact value@aacu.org

**Definition**

Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquiring competencies</td>
<td>Reflect: Evaluates creative process and product using domain-appropriate criteria.</td>
<td>Create: Creates an entirely new object, solution or idea that is appropriate to the domain.</td>
</tr>
<tr>
<td>Taking risks</td>
<td>Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.</td>
<td>Incorporates new directions or approaches to the assignment in the final product.</td>
</tr>
<tr>
<td>Solving Problems</td>
<td>Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for having selected from among alternatives, develops a logical, consistent plan to solve the problem.</td>
<td>Considers and rejects less acceptable approaches to solving problem.</td>
</tr>
<tr>
<td><strong>Embracing Contradictions</strong></td>
<td>Integrates alternate, divergent or contradictory perspectives or ideas fully.</td>
<td>Incorporates alternate, divergent or contradictory perspectives or ideas in an exploratory way.</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Innovative Thinking</strong></td>
<td><strong>Novelty or Uniqueness (of Idea, Claim, Question, Form, etc.)</strong></td>
<td><strong>Connects, Synthesizing, Transforming</strong></td>
</tr>
<tr>
<td>Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.</td>
<td>Creates a novel or unique idea, question, format, or product.</td>
<td>Transforms ideas or solutions into entirely new forms.</td>
</tr>
</tbody>
</table>
CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

Definition
Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language
This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Glossary
The definitions that follow were developed to clarify terms and concepts used in this rubric only.

• Ambiguity: Information that may be interpreted in more than one way.
• Assumptions: Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from http://dictionary.reference.com/browse/assumptions)
• Context: The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
• Literal meaning: Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
• Metaphor: Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.
**CRITICAL THINKING VALUE RUBRIC**

for more information, please contact value@aacu.org

**Definition**
Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

_Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance._

<table>
<thead>
<tr>
<th></th>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explanation of issues</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Issue/problem to be considered critically is stated, described and clarified so that understanding is not seriously impeded by omissions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issue/problem to be considered critically is stated without clarification or description.</td>
<td></td>
<td></td>
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</tbody>
</table>
| **Evidence**
_Selecting and using information to investigate a point of view or conclusion_ |          |            |           |
| Information is taken from source(s) with enough interpretation/evaluation, to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. | 4        | 3          | 2          | 1          |
| Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. |            |            |            |            |
| Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning. |            |            |            |            |
| Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question. |            |            |            |            |
| **Influence of context and assumptions** |          |            |           |
| Thoroughly (systematically and methodically) analyzes own and others’ assumptions and carefully evaluates the relevance of contexts when presenting a position. | 4        | 3          | 2          | 1          |
| Identifies own and others’ assumptions and several relevant contexts when presenting a position. |            |            |            |            |
| Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others’ assumptions than one’s own (or vice versa). |            |            |            |            |
| Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position. |            |            |            |            |
| **Student's position**  
| (perspective, thesis/hypothesis) | Specific position  
| (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis). | Specific position  
| (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis). | Specific position  
| (perspective, thesis/hypothesis) acknowledges different sides of an issue. | Specific position  
| (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. |
| **Conclusions and related outcomes**  
| (implications and consequences) | Conclusions and related outcomes (consequences and implications) are logical and reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order | Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. | Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly. | Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified. |
ETHICAL REASONING VALUE RUBRIC

for more information, please contact value@aacu.org

Definition
Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students’ ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Framing Language
This rubric is intended to help faculty evaluate work samples and collections of work that demonstrate student learning about ethics. Although the goal of a liberal education should be to help students turn what they’ve learned in the classroom into action, pragmatically it would be difficult, if not impossible, to judge whether or not students would act ethically when faced with real ethical situations. What can be evaluated using a rubric is whether students have the intellectual tools to make ethical choices.

The rubric focuses on five elements: Ethical Self Awareness, Ethical Issue Recognition, Understanding Different Ethical Perspectives/Concepts, Application of Ethical Principles, and Evaluation of Different Ethical Perspectives/Concepts. Students’ Ethical Self Identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues. Presumably, they will choose ethical actions when faced with ethical issues.

Glossary
The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Core Beliefs: Those fundamental principles that consciously or unconsciously influence one's ethical conduct and ethical thinking. Even when unacknowledged, core beliefs shape one's responses. Core beliefs can reflect one's environment, religion, culture or training. A person may or may not choose to act on their core beliefs.
- Ethical Perspectives/concepts: The different theoretical means through which ethical issues are analyzed, such as ethical theories (e.g., utilitarian, natural law, virtue) or ethical concepts (e.g., rights, justice, duty).
- Complex, multi-layered (grey) context: The sub-parts or situational conditions of a scenario that bring two or more ethical dilemmas (issues) into the mix/problem/context/for student's identification.
- Cross-relationships among the issues: Obvious or subtle connections between/among the sub-parts or situational conditions of the issues present in a scenario (e.g., relationship of production of corn as part of climate change issue).
**ETHICAL REASONING VALUE RUBRIC**

*for more information, please contact value@aacu.org*

**Definition**

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students’ ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

_Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance._

<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
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<tbody>
<tr>
<td>4</td>
<td>3</td>
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<table>
<thead>
<tr>
<th><strong>Ethical Self Awareness</strong></th>
<th><strong>Understanding Different Ethical Perspectives/Concepts</strong></th>
<th><strong>Ethical Issue Recognition</strong></th>
<th><strong>Application of Ethical Perspectives/Concepts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.</td>
<td>Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.</td>
<td>Student can recognize ethical issues when presented in a complex, multi-layered (grey) context AND can recognize cross-relationships among the issues.</td>
<td>Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.</td>
</tr>
<tr>
<td>Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.</td>
<td>Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.</td>
<td>Student can recognize ethical issues when issues are presented in a complex, multilayered (grey) context OR can grasp cross-relationships among the issues.</td>
<td>Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.</td>
</tr>
<tr>
<td>Student states both core beliefs and the origins of the core beliefs.</td>
<td>Student can name the major theory she/he uses, and is only able to present the gist of the named theory.</td>
<td>Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or inter-relationships among the issues.</td>
<td>Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.</td>
</tr>
<tr>
<td>Student states either their core beliefs or articulates the origins of the core beliefs but not both.</td>
<td>Student only names the major theory she/he uses.</td>
<td>Student can recognize basic and obvious ethical issues but fails to grasp complexity or inter-relationships.</td>
<td>Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).</td>
</tr>
<tr>
<td>Evaluation of Different Ethical Perspectives/Concepts</td>
<td>Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts and the student's defense is adequate and effective.</td>
<td>Student states a position and can state the objections to, assumptions and implications and respond to the objections to, assumptions and implications of different ethical perspectives/concepts but the student's response is inadequate.</td>
<td>Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions and implications are compartmentalized by student and do not affect student's position.)</td>
</tr>
</tbody>
</table>
INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org

Definition
The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. -Adopted from The National Forum on Information Literacy

Framing Language
This rubric is recommended for use evaluating a collection of work, rather than a single work sample in order to fully gauge students’ information skills. Ideally, a collection of work would contain a wide variety of different types of work and might include: research papers, editorials, speeches, grant proposals, marketing or business plans, PowerPoint presentations, posters, literature reviews, position papers, and argument critiques to name a few. In addition, a description of the assignments with the instructions that initiated the student work would be vital in providing the complete context for the work. Although a student’s final work must stand on its own, evidence of a student’s research and information gathering processes, such as a research journal/diary, could provide further demonstration of a student’s information proficiency and for some criteria on this rubric would be required.
**INFORMATION LITERACY VALUE RUBRIC**

*for more information, please contact value@aacu.org*

**Definition**

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

<table>
<thead>
<tr>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>Benchmark 1</th>
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<tbody>
<tr>
<td><strong>Determine the extent of information needed</strong></td>
<td></td>
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</tr>
<tr>
<td>Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.</td>
<td>Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.</td>
<td>Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.</td>
</tr>
<tr>
<td><strong>Access the needed information</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accesses information using effective, well-designed search strategies and most appropriate information sources.</td>
<td>Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.</td>
<td>Accesses information using simple search strategies, retrieves information from limited and similar sources.</td>
</tr>
<tr>
<td><strong>Evaluate information and its sources critically</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.</td>
<td>Identifies own and others' assumptions and several relevant contexts when presenting a position.</td>
<td>Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.</td>
</tr>
<tr>
<td>Use information effectively to accomplish a specific purpose</td>
<td>Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth</td>
<td>Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Access and use information ethically and legally</td>
<td>Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential and/or proprietary information.</td>
<td>Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential and/or proprietary information.</td>
</tr>
</tbody>
</table>
INQUIRY AND ANALYSIS VALUE RUBRIC

for more information, please contact value@aacu.org

Definition
Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Framing Language
This rubric is designed for use in a wide variety of disciplines. Since the terminology and process of inquiry are discipline-specific, an effort has been made to use broad language which reflects multiple approaches and assignments while addressing the fundamental elements of sound inquiry and analysis (including topic selection, existing knowledge, design, analysis, etc.) The rubric language assumes that the inquiry and analysis process carried out by the student is appropriate for the discipline required. For example, if analysis using statistical methods is appropriate for the discipline then a student would be expected to use an appropriate statistical methodology for that analysis. If a student does not use a discipline-appropriate process for any criterion, that work should receive a performance rating of "1" or "0" for that criterion. In addition, this rubric addresses the products of analysis and inquiry, not the processes themselves. The complexity of inquiry and analysis tasks is determined in part by how much information or guidance is provided to a student and how much the student constructs. The more the student constructs, the more complex the inquiry process. For this reason, while the rubric can be used if the assignments or purposes for work are unknown, it will work most effectively when those are known. Finally, faculty are encouraged to adapt the essence and language of each rubric criterion to the disciplinary or interdisciplinary context to which it is applied.

Glossary
The definitions that follow were developed to clarify terms and concepts used in this rubric only.

• Conclusions: A synthesis of key findings drawn from research/evidence.
• Limitations: Critique of the process or evidence.
• Implications: How inquiry results apply to a larger context or the real world.
**INQUIRY AND ANALYSIS VALUE RUBRIC**

*for more information, please contact value@aacu.org*

**Definition**

Inquiry is a systematic process of exploring issues/objects/works through the collection and analysis of evidence that result in informed conclusions/judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

_Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance._

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<tbody>
<tr>
<td><strong>Topic selection</strong></td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Synthesizes in depth information from relevant sources representing various points of view/approaches.</td>
<td>Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.</td>
<td>Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.</td>
<td>Identifies a topic that is far too general and wide-ranging as to be manageable and doable.</td>
</tr>
<tr>
<td><strong>Existing knowledge, research, and/or views</strong></td>
<td>Synthesizes in depth information from relevant sources representing various points of view/approaches.</td>
<td>Presents in depth information from relevant sources representing various points of view/approaches.</td>
<td>Presents information from irrelevant sources representing limited points of view/approaches.</td>
</tr>
<tr>
<td><strong>Design process</strong></td>
<td>All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant sub-disciplines.</td>
<td>Critical elements of the methodology or theoretical framework are appropriately developed however more subtle elements are ignored or unaccounted for.</td>
<td>Critical elements of the methodology or theoretical framework are missing, incorrectly developed or unfocused.</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.</td>
<td>Organizes evidence to reveal important patterns, differences, or similarities related to focus.</td>
<td>Organizes evidence but the organization is not effective in revealing important patterns, differences or similarities.</td>
</tr>
<tr>
<td><strong>Conclusions</strong></td>
<td>States a conclusion that is a logical extrapolation from the inquiry findings.</td>
<td>States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.</td>
<td>States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.</td>
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<tr>
<td><strong>Limitations and implications</strong></td>
<td>Insightfully discusses in detail relevant and supported limitations and implications</td>
<td>Discusses relevant and supported limitations and implications</td>
<td>Presents relevant and supported limitations and implications</td>
</tr>
</tbody>
</table>
INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org

Definition
Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Framing Language
Fostering students’ abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges for higher education. Initially, students connect previous learning to new classroom learning. Later, significant knowledge within individual disciplines serves as the foundation, but integrative learning goes beyond academic boundaries. Indeed, integrative experiences often occur as learners address real-world problems, unscripted and sufficiently broad, to require multiple areas of knowledge and multiple modes of inquiry, offering multiple solutions and benefiting from multiple perspectives. Integrative learning also involves internal changes in the learner. These internal changes, which indicate growth as a confident, lifelong learner, include the ability to adapt one's intellectual skills, to contribute in a wide variety of situations, and to understand and develop individual purpose, values and ethics. Developing students’ capacities for integrative learning is central to personal success, social responsibility, and civic engagement in today’s global society. Students face a rapidly changing and increasingly connected world where integrative learning becomes not just a benefit...but a necessity.

Because integrative learning is about making connections, this learning may not be as evident in traditional academic artifacts such as research papers and academic projects unless the student, for example, is prompted to draw implications for practice. These connections often surface, however, in reflective work, self assessment, or creative endeavors of all kinds. Integrative assignments foster learning between courses or by connecting courses to experientially-based work. Work samples or collections of work that include such artifacts give evidence of integrative learning. Faculty are encouraged to look for evidence that the student connects the learning gained in classroom study to learning gained in real life situations that are related to other learning experiences, extra-curricular activities, or work. Through integrative learning, students pull together their entire experience inside and outside of the formal classroom; thus, artificial barriers between formal study and informal or tacit learning become permeable. Integrative learning, whatever the context or source, builds upon connecting both theory and practice toward a deepened understanding.

Assignments to foster such connections and understanding could include, for example, composition papers that focus on topics from biology, economics, or history; mathematics assignments that apply mathematical tools to important issues and require written analysis to explain the implications and limitations of the mathematical treatment, or art history presentations that demonstrate aesthetic connections between selected paintings and novels. In this regard, some majors (e.g., interdisciplinary majors or problem-based field studies) seem to inherently evoke characteristics of integrative learning and result in work samples or collections of work that significantly demonstrate this outcome. However, fields of study that require accumulation of extensive and high-consensus content knowledge (such as accounting, engineering, or chemistry) also involve the kinds of complex and integrative constructions (e.g., ethical dilemmas and social consciousness) that seem to be highlighted so extensively in self reflection in arts and humanities, but they may be embedded in individual performances and less evident. The key in the
development of such work samples or collections of work will be in designing structures that include artifacts and reflective writing or feedback that support students’ examination of their learning and give evidence that, as graduates, they will extend their integrative abilities into the challenges of personal, professional, and civic life.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Academic knowledge: Disciplinary learning; learning from academic study, texts, etc.
- Content: The information conveyed in the work samples or collections of work.
- Contexts: Actual or simulated situations in which a student demonstrates learning outcomes. New and challenging contexts encourage students to stretch beyond their current frames of reference.
- Co-curriculum: A parallel component of the academic curriculum that is in addition to formal classroom (student government, community service, residence hall activities, student organizations, etc.).
- Experience: Learning that takes place in a setting outside of the formal classroom, such as workplace, service learning site, internship site or another.
- Form: The external frameworks in which information and evidence are presented, ranging from choices for particular work sample or collection of works (such as a research paper, PowerPoint, video recording, etc.) to choices in make-up of the eportfolio.
- Performance: A dynamic and sustained act that brings together knowing and doing (creating a painting, solving an experimental design problem, developing a public relations strategy for a business, etc.); performance makes learning observable.
- Reflection: A meta-cognitive act of examining a performance in order to explore its significance and consequences.
- Self Assessment: Describing, interpreting, and judging a performance based on stated or implied expectations followed by planning for further learning.
**INTEGRATIVE LEARNING VALUE RUBRIC**

*for more information, please contact value@aacu.org*

**Definition**

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

_Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance._

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**Connections to experience**

Connects relevant experience and academic knowledge

- Meaningfully _synthesizes_ connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to _deepen understanding_ of fields of study and to broaden own points of view.

- Effectively _selects and develops_ examples of life experiences, drawn from a variety of contexts (e.g. family life, artistic participation, civic involvement, work experience), to _illuminate_ concepts/theories/frameworks of fields of study.

- _Comparces_ life experiences and academic knowledge to infer differences, as well as similarities, and _acknowledge perspectives_ other than own.

- _Identifies_ connections between life experiences and those academic texts and ideas _perceived as similar and related_ to own interests.

**Connections to discipline**

Sees (makes) connections across disciplines, perspectives

- Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.

- Independently connects examples, facts, or theories from more than one field of study or perspective.

- When prompted, connects examples, facts, or theories from more than one field of study or perspective.

- When prompted, presents examples, facts, or theories from more than one field of study or perspective.

**Transfer**

Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations

- Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to solve difficult problems or explore complex issues in original ways.

- Adapts and applies skills, abilities, theories, or methodologies gained in one situation to solve problems or explore issues.

- Uses skills, abilities, theories, or methodologies gained in one situation to contribute to understanding of problems or issues.

- Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
**INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC**

*for more information, please contact value@aacu.org*

**Definition**

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. (2008). "Transformative training: Designing programs for culture learning." In M. A. Moodian (Ed.), *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations* (pp. 95-110). Thousand Oaks, CA: Sage.)

**Framing Language**

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. (1993), "Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity". In R. M. Paige (Ed.) *Education for the Intercultural Experience* (pp. 22-71). Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006, "The identification and assessment of intercultural competence as a student outcome of internationalization" in *Journal of Studies in International Education*, Vol. 10, No. 3, 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

**Glossary**

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- **Culture**: All knowledge and values shared by a group.
- **Cultural rules and biases**: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
• Empathy: "Empathy is the imaginary participation in another person’s experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person’s position)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In Bennett, M., Ed. Basic concepts of intercultural communication. Yarmouth ME: Intercultural Press, 215 – 224.
• Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
• Intercultural/cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
• Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
• Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.
**INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC**

for more information, please contact value@aacu.org

**Definition**
Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. (2008). "Transformative training: Designing programs for culture learning." In M. A. Moodian (Ed.), Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations (pp. 95-110). Thousand Oaks, CA: Sage.)

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<tbody>
<tr>
<td><strong>Knowledge</strong> (knowledge of cultural worldview frameworks)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cultural self-awareness</strong></td>
<td>Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)</td>
<td>Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)</td>
</tr>
<tr>
<td><strong>Knowledge (knowledge of cultural worldview frameworks)</strong></td>
<td>Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs &amp; practices.</td>
<td>Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs &amp; practices.</td>
</tr>
<tr>
<td><strong>Skills (Empathy)</strong></td>
<td>Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group</td>
<td>Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions</td>
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<tr>
<th>Skills</th>
<th>Verbal and non-verbal communication</th>
<th>Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.</th>
<th>Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.</th>
<th>Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.</th>
<th>Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes</td>
<td>Curiosity</td>
<td>Asks complex questions about other cultures, seeks out and articulates answers to those questions which reflect multiple cultural perspectives</td>
<td>Asks deeper questions about other cultures and seeks out answers to those questions</td>
<td>Asks simple or surface questions about other cultures</td>
<td>States minimal interest in learning more about other cultures</td>
</tr>
<tr>
<td>Attitudes</td>
<td>Openness</td>
<td>Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.</td>
<td>Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in her/his valuing interactions with culturally different others.</td>
<td>Expresses openness to most if not all interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.</td>
<td>Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.</td>
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</table>
ORAL COMMUNICATION VALUE RUBRIC
for more information, please contact value@aacu.org

The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.

Definition
Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Framing Language
Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Glossary
The definitions that follow were developed to clarify terms and concepts used in this rubric only.

• Central message: The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
• Delivery techniques: Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
• Language: Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
• Organization: The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
• Supporting material: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speakers credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.
**ORAL COMMUNICATION VALUE RUBRIC**

for more information, please contact value@aacu.org

**Definition**

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

<table>
<thead>
<tr>
<th></th>
<th>Capstone</th>
<th></th>
<th>Milestones</th>
<th></th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.</td>
<td></td>
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</tr>
<tr>
<td><strong>Language</strong></td>
<td></td>
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</tr>
<tr>
<td>Language choices are imaginative, memorable and compelling and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.</td>
<td>Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.</td>
<td>Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.</td>
<td>Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivery</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.</td>
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</tr>
<tr>
<td>Supporting Material</td>
<td>A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which significantly supports the presentation or establishes the presenter's credibility/authority on the topic.</td>
<td>Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which generally supports the presentation or establishes the presenter's credibility/authority on the topic.</td>
<td>Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which partially supports the presentation or establishes the presenter's credibility/authority on the topic.</td>
<td>Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis which minimally supports the presentation or establishes the presenter's credibility/authority on the topic.</td>
<td></td>
</tr>
<tr>
<td>Central Message</td>
<td>Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)</td>
<td>Central message is clear and consistent with the supporting material.</td>
<td>Central message is basically understandable but is not often repeated and is not memorable.</td>
<td>Central message can be deduced, but is not explicitly stated in the presentation.</td>
<td></td>
</tr>
</tbody>
</table>
**Problem Solving VALUE Rubric**

_for more information, please contact value@aacu.org_

**Definition**
Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.

**Framing Language**
Problem-solving covers a wide range of activities that may vary significantly across disciplines. Activities that encompass problem-solving by students may involve problems that range from well-defined to ambiguous in a simulated or laboratory context, or in real-world settings. This rubric distills the common elements of most problem-solving contexts and is designed to function across all disciplines. It is broad-based enough to allow for individual differences among learners, yet is concise and descriptive in its scope to determine how well students have maximized their respective abilities to practice thinking through problems in order to reach solutions.

This rubric is designed to measure the quality of a **process**, rather than the quality of an **end-product**. As a result, work samples or collections of work will need to include some evidence of the individual’s thinking about a problem-solving task (e.g., reflections on the process from problem to proposed solution; steps in a problem-based learning assignment; record of think-aloud protocol while solving a problem). The final product of an assignment that required problem resolution is insufficient without insight into the student’s problem-solving process. Because the focus is on institutional level assessment, scoring team projects, such as those developed in capstone courses, may be appropriate as well.

**Glossary**
The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Contextual Factors**: Constraints (such as limits on cost), resources, attitudes (such as biases) and desired additional knowledge which affect how the problem can be best solved in the real world or simulated setting.
- **Critique**: Involves analysis and synthesis of a full range of perspectives.
- **Feasible**: Workable, in consideration of time-frame, functionality, available resources, necessary buy-in, and limits of the assignment or task.
- **"Off the shelf" solution**: A simplistic option that is familiar from everyday experience but not tailored to the problem at hand (e.g., holding a bake sale to "save" an underfunded public library).
- **Solution**: An appropriate response to a challenge or a problem.
- **Strategy**: A plan of action or an approach designed to arrive at a solution. (If the problem is a river that needs to be crossed, there could be a construction-oriented, cooperative (build a bridge with your community) approach and a personally-oriented, physical (swim across alone) approach. An approach that partially applies would be a personal, physical approach for someone who doesn't know how to swim.
- **Support**: Specific rationale, evidence, etc. for solution or selection of solution.
## Problem Solving VALUE Rubric

*for more information, please contact value@aacu.org*

### Definition

Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Define problem</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.</td>
<td>Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.</td>
<td>Begins to demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.</td>
</tr>
</tbody>
</table>

| Identify strategies | | |
|  |  |  |
| | 3 | 2 |
| Identifies multiple approaches for solving the problem that apply within a specific context. | Identifies multiple approaches for solving the problem, only some of which apply within a specific context. | Identifies only a single approach for solving the problem that does apply within a specific context. | Identifies one or more approaches for solving the problem that do not apply within a specific context. |

<p>| Propose solutions/hypotheses | | |
|  |  |  |
| | 3 | 2 |
| Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem. | Proposes one or more solutions/hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem. | Proposes one solution/hypothesis that is “off the shelf” rather than individually designed to address the specific contextual factors of the problem. | Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement. |</p>
<table>
<thead>
<tr>
<th><strong>Evaluate potential solutions</strong></th>
<th>Evaluation of solutions is deep and elegant (for example contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution and weighs impacts of solution.</th>
<th>Evaluation of solutions is adequate (for example contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution and weighs impacts of solution.</th>
<th>Evaluation of solutions is brief (for example explanation lacks depth) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution and weighs impacts of solution.</th>
<th>Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution and weighs impacts of solution.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Implement Solution</strong></td>
<td>Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.</td>
<td>Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.</td>
<td>Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.</td>
<td>Implements the solution in a manner that does not directly address the problem statement.</td>
</tr>
<tr>
<td><strong>Evaluate outcomes</strong></td>
<td>Reviews results relative to the problem defined with thorough, specific considerations of need for further work.</td>
<td>Reviews results relative to the problem defined with some consideration of need for further work.</td>
<td>Reviews results in terms of the problem defined with little, if any consideration of need for further work.</td>
<td>Reviews results superficially in terms of the problem defined with no consideration of need for further work</td>
</tr>
</tbody>
</table>
TEAMWORK VALUE RUBRIC

for more information, please contact value@aacu.org

Definition
Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Framing Language
Students participate on many different teams, in many different settings. For example, a given student may work on separate teams to complete a lab assignment, give an oral presentation, or complete a community service project. Furthermore, the people the student works with are likely to be different in each of these different teams. As a result, it is assumed that a work sample or collection of work that demonstrates a student’s teamwork skills could include a diverse range of inputs. This rubric is designed to function across all of these different settings.

Two characteristics define the ways in which this rubric is to be used. First, the rubric is meant to assess the teamwork of an individual student, not the team as a whole. Therefore, it is possible for a student to receive high ratings, even if the team as a whole is rather flawed. Similarly, a student could receive low ratings, even if the team as a whole works fairly well. Second, this rubric is designed to measure the quality of a process, rather than the quality of an end-product. As a result, work samples or collections of work will need to include some evidence of the individual’s interactions within the team. The final product of the team’s work (e.g., a written lab report) is insufficient, as it does not provide insight into the functioning of the team.

It is recommended that work samples or collections of work for this outcome come from one (or more) of the following three sources: (1) students' own reflections about their contribution to a team's functioning; (2) evaluation or feedback from fellow team members about students' contribution to the team's functioning; or (3) the evaluation of an outside observer regarding students' contributions to a team's functioning. These three sources differ considerably in the resource demands they place on an institution. It is recommended that institutions using this rubric consider carefully the resources they are able to allocate to the assessment of teamwork and choose a means of compiling work samples or collections of work that best suits their priorities, needs, and abilities.
**Teamwork Value Rubric**

_for more information, please contact value@aacu.org_

**Definition**

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

_Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance._

<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
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</thead>
<tbody>
<tr>
<td><strong>Contributes to team meetings</strong></td>
<td>Helps the team move forward by articulating the merits of alternative ideas or proposals.</td>
<td>Offers alternative solutions or courses of action that build on the ideas of others.</td>
</tr>
<tr>
<td><strong>Facilitates the contributions of team members</strong></td>
<td>Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.</td>
<td>Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.</td>
</tr>
<tr>
<td><strong>Individual contributions outside of team meetings</strong></td>
<td>Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.</td>
<td>Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive and advances the project.</td>
</tr>
</tbody>
</table>
| Fosters constructive team climate | Supports a constructive team climate by doing all of the following:  
  • Treats team members respectfully by being polite and constructive in communication.  
  • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.  
  • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.  
  • Provides assistance and/or encouragement to team members. | Supports a constructive team climate by doing any three of the following:  
  • Treats team members respectfully by being polite and constructive in communication.  
  • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.  
  • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.  
  • Provides assistance and/or encouragement to team members. | Supports a constructive team climate by doing any two of the following:  
  • Treats team members respectfully by being polite and constructive in communication.  
  • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.  
  • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.  
  • Provides assistance and/or encouragement to team members. | Supports a constructive team climate by doing any one of the following:  
  • Treats team members respectfully by being polite and constructive in communication.  
  • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.  
  • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.  
  • Provides assistance and/or encouragement to team members. |
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<tbody>
<tr>
<td>Responds to conflict</td>
<td>Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness</td>
<td>Identifies and acknowledges conflict and stays engaged with it</td>
<td>Redirecting focus toward common ground, toward task at hand (away from conflict)</td>
<td>Passively accepts alternate viewpoints/ideas/opinions.</td>
</tr>
</tbody>
</table>
QUANTITATIVE LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org

Definition
Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Quantitative Literacy Across the Disciplines
Current trends in general education reform demonstrate that faculty are recognizing the steadily growing importance of Quantitative Literacy (QL) in an increasingly quantitative and data-dense world. AAC&U’s recent survey showed that concerns about QL skills are shared by employers, who recognize that many of today’s students will need a wide range of high level quantitative skills to complete their work responsibilities. Virtually all of today’s students, regardless of career choice, will need basic QL skills such as the ability to draw information from charts, graphs, and geometric figures, and the ability to accurately complete straightforward estimations and calculations.

Preliminary efforts to find student work products which demonstrate QL skills proved a challenge in this rubric creation process. It’s possible to find pages of mathematical problems, but what those problem sets don’t demonstrate is whether the student was able to think about and understand the meaning of her work. It’s possible to find research papers that include quantitative information, but those papers often don’t provide evidence that allows the evaluator to see how much of the thinking was done by the original source (often carefully cited in the paper) and how much was done by the student herself, or whether conclusions drawn from analysis of the source material are even accurate.

Given widespread agreement about the importance of QL, it becomes incumbent on faculty to develop new kinds of assignments which give students substantive, contextualized experience in using such skills as analyzing quantitative information, representing quantitative information in appropriate forms, completing calculations to answer meaningful questions, making judgments based on quantitative data and communicating the results of that work for various purposes and audiences. As students gain experience with those skills, faculty must develop assignments that require students to create work products which reveal their thought processes and demonstrate the range of their QL skills.
This rubric provides for faculty a definition for QL and a rubric describing four levels of QL achievement which might be observed in work products within work samples or collections of work. Members of AAC&U’s rubric development team for QL hope that these materials will aid in the assessment of QL – but, equally important, we hope that they will help institutions and individuals in the effort to more thoroughly embed QL across the curriculum of colleges and universities.

**Framing Language**

This rubric has been designed for the evaluation of work that addresses quantitative literacy (QL) in a substantive way. QL is not just computation, not just the citing of someone else’s data. QL is a habit of mind, a way of thinking about the world that relies on data and on the mathematical analysis of data to make connections and draw conclusions. Teaching QL requires us to design assignments that address authentic, data-based problems. Such assignments may call for the traditional written paper, but we can imagine other alternatives: a video of a PowerPoint presentation, perhaps, or a well designed series of web pages. In any case, a successful demonstration of QL will place the mathematical work in the context of a full and robust discussion of the underlying issues addressed by the assignment.

Finally, QL skills can be applied to a wide array of problems of varying difficulty, confounding the use of this rubric. For example, the same student might demonstrate high levels of QL achievement when working on a simplistic problem and low levels of QL achievement when working on a very complex problem. Thus, to accurately assess a student's QL achievement it may be necessary to measure QL achievement within the context of problem complexity, much as is done in diving competitions where two scores are given, one for the difficulty of the dive, and the other for the skill in accomplishing the dive. In this context, that would mean giving one score for the complexity of the problem and another score for the QL achievement in solving the problem.
Quantitative Literacy Value Rubric

for more information, please contact value@aacu.org

**Definition**

Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

<table>
<thead>
<tr>
<th>Interpretation</th>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>Milestones 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpretation</strong></td>
<td>Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. For example, accurately explain the trend data shown in a graph and make reasonable predictions regarding what the data suggest about future events.</td>
<td>Provides accurate explanations of information presented in mathematical forms. For instance, accurately explains the trend data shown in a graph.</td>
<td>Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. For instance, accurately explain trend data shown in a graph, but may miscalculate the slope of the trend line.</td>
<td>Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. For example, attempt to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.</td>
</tr>
<tr>
<td><strong>Representation</strong></td>
<td>Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.</td>
<td>Competently converts relevant information into an appropriate and desired mathematical portrayal.</td>
<td>Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.</td>
<td>Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.</td>
</tr>
<tr>
<td><strong>Calculation</strong></td>
<td>Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)</td>
<td>Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.</td>
<td>Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.</td>
<td>Calculations are attempted but are both unsuccessful and are not comprehensive.</td>
</tr>
<tr>
<td><strong>Application / Analysis</strong></td>
<td>Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.</td>
<td>Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.</td>
<td>Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.</td>
<td>Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.</td>
</tr>
<tr>
<td><strong>Assumptions</strong></td>
<td>Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.</td>
<td>Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.</td>
<td>Explicitly describes assumptions.</td>
<td>Attempts to describe assumptions.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.</td>
<td>Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.</td>
<td>Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.</td>
<td>Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as &quot;many,&quot; &quot;few,&quot; &quot;increasing,&quot; &quot;small,&quot; and the like in place of actual quantities.)</td>
</tr>
</tbody>
</table>
for more information, please contact value@aacu.org

Definition
Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Framing Language
This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples of collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing -- in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate.

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/Council of Writing Program Administrators' White Paper on Writing Assessment
Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Content Development**: The ways in which the text explores and represents its topic in relation to its audience and purpose.
- **Context of and purpose for writing**: The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
- **Disciplinary conventions**: Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- **Evidence**: Source material that is used to extend, in purposeful ways, writers' ideas in a text.
- **Genre conventions**: Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.
- **Sources**: Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.
**WRITTEN COMMUNICATION VALUE RUBRIC**

*for more information, please contact value@aaau.org*

**Definition**
Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

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| Context of and purpose for writing | | | |
|---|---|---|
| Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s). | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). |

| Content Development | | | |
|---|---|---|
| Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. | Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. | Uses appropriate and relevant content to develop and explore ideas through most of the work. | Uses appropriate and relevant content to develop simple ideas in some parts of the work. |

| Genre and disciplinary conventions | | | |
|---|---|---|
| Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary). | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation |

| Sources and evidence | | | |
|---|---|---|
| Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the writing. |

| Control of syntax and mechanics | | | |
|---|---|---|
| Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage |
READING VALUE RUBRIC
for more information, please contact value@aacu.org

Definition
Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow et al, 2002). (From http://www.rand.org/pubs/research_briefs/RB8024/index1.html)

Framing Language
To paraphrase Phaedrus, texts do not explain, nor answer questions about, themselves. They must be located, approached, decoded, comprehended, analyzed, interpreted, and discussed, especially complex academic texts used in college and university classrooms for purposes of learning. Historically, college professors have not considered the teaching of reading necessary other than as a "basic skill" in which students may require "remediation." They have assumed that students come with the ability to read and have placed responsibility for its absence on teachers in elementary and secondary schools.

This absence of reading instruction in higher education must, can, and will change, and this rubric marks a direction for this change. Why the change? Even the strongest, most experienced readers making the transition from high school to college have not learned what they need to know and do to make sense of texts in the context of professional and academic scholarship--to say nothing about readers who are either not as strong or as experienced. Also, readers mature and develop their repertoire of reading performances naturally during the undergraduate years and beyond as a consequence of meeting textual challenges. This rubric provides some initial steps toward finding ways to measure undergraduate students' progress along the continuum. Our intention in creating this rubric is to support and promote the teaching of undergraduates as readers to take on increasingly higher levels of concerns with texts and to read as one of “those who comprehend.”

Readers, as they move beyond their undergraduate experiences, should be motivated to approach texts and respond to them with a reflective level of curiosity and the ability to apply aspects of the texts they approach to a variety of aspects in their lives. This rubric provides the framework for evaluating both students' developing relationship to texts and their relative success with the range of texts their coursework introduces them to. It is likely that users of this rubric will detect that the cell boundaries are permeable, and the criteria of the rubric are, to a degree, interrelated.

Glossary
The definitions that follow were developed to clarify terms and concepts used in this rubric only.
- Analysis: The process of recognizing and using features of a text to build a more advanced understanding of the meaning of a text. (Might include evaluation of genre, language, tone, stated purpose, explicit or implicit logic (including flaws of reasoning), and historical context as they contribute to the meaning of a text.)
• Comprehension: The extent to which a reader "gets" the text, both literally and figuratively. Accomplished and sophisticated readers will have moved from being able to "get" the meaning that the language of the text provides to being able to "get" the implications of the text, the questions it raises, and the counterarguments one might suggest in response to it. A helpful and accessible discussion of 'comprehension' is found in Chapter 2 of the RAND report, Reading for Understanding: http://www.rand.org/pubs/monograph_reports/MR1465/MR1465.ch2.pdf.

• Epistemological lens: The knowledge framework a reader develops in a specific discipline as s/he moves through an academic major (e.g. essays, textbook chapters, literary works, journal articles, lab reports, grant proposals, lectures, blogs, webpages, or literature reviews, for example). The depth and breadth of this knowledge provides the foundation for independent and self-regulated responses to the range of texts in any discipline or field that students will encounter.

• Genre: A particular kind of "text" defined by a set of disciplinary conventions or agreements learned through participation in academic discourse. Genre governs what texts can be about, how they are structured, what to expect from them, what can be done with them, how to use them

• Interpretation: Determining or construing the meaning of a text or part of a text in a particular way based on textual and contextual information.

• Interpretive Strategies: Purposeful approaches from different perspectives, which include, for example, asking clarifying questions, building knowledge of the context in which a text was written, visualizing and considering counterfactuals (asking questions that challenge the assumptions or claims of the text, e.g., What might our country be like if the Civil War had not happened? How would Hamlet be different if Hamlet had simply killed the King?).

• Multiple Perspectives: Consideration of how text-based meanings might differ depending on point of view.

• Parts: Titles, headings, meaning of vocabulary from context, structure of the text, important ideas and relationships among those ideas.

• Relationship to text: The set of expectations and intentions a reader brings to a particular text or set of texts.

• Searches intentionally for relationships: An active and highly-aware quality of thinking closely related to inquiry and research.

• Takes texts apart: Discerns the level of importance or abstraction of textual elements and sees big and small pieces as parts of the whole meaning (compare to Analysis above).

• Metacognition: This is not a word that appears explicitly anywhere in the rubric, but it is implicit in a number of the descriptors, and is certainly a term that we find frequently in discussions of successful and rich learning,. Metacognition, (a term typically attributed to the cognitive psychologist J.H. Flavell) applied to reading refers to the awareness, deliberateness, and reflexivity defining the activities and strategies that readers must control in order to work their ways effectively through different sorts of texts, from lab reports to sonnets, from math texts to historical narratives, or from grant applications to graphic novels, for example. Metacognition refers here as well to an accomplished reader’s ability to consider the ethos reflected in any such text; to know that one is present and should be considered in any use of, or response to a text.
# Reading VALUE Rubric

For more information, please contact value@aacu.org

**Definition**

Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow et al, 2002). (From http://www.rand.org/pubs/research_briefs/RB8024/index1.html)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

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**Comprehension**

| Recognizes possible implications of the text for contexts, perspectives or issues beyond the assigned task within the classroom or beyond the author’s explicit message (e.g., might recognize broader issues at play, or might pose challenges to the author’s message and presentation). | Uses the text, general background knowledge and/or specific knowledge of the author’s context to draw more complex inferences about the author’s message and attitude. | Evaluates how textual features (e.g., sentence and paragraph structure or tone) contribute to the author’s message; draws basic inferences about context and purpose of text. | Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates. |

**Genres**

| Uses ability to identify texts within and across genres, monitoring and adjusting reading strategies and expectations based on generic nuances of particular texts. | Articulates distinctions among genres and their characteristic conventions. | Reflects on reading experiences across a variety of genres, reading both with and against the grain experimentally and intentionally. | Applies tacit genre knowledge to a variety of classroom reading assignments in productive, if unreflective, ways. |

**Relationship to text**

Making meanings with texts in their contexts

| Evaluates texts for scholarly significance and relevance within and across the various disciplines, evaluating them according to their contributions and consequences. | Uses texts in the context of scholarship to develop a foundation of disciplinary knowledge and to raise and explore important questions. | Engages texts with the intention and expectation of building topical and world knowledge. | Approaches texts in the context of assignments with the intention and expectation of finding right answers and learning facts and concepts to display for credit. |

**Analysis**

Interacting with Texts in Parts and as Wholes

| Evaluates strategies for relating ideas, text structure or other textual features in order to build knowledge or insight within and across texts and disciplines. | Identifies relations among ideas, text structure, or other textual features, to evaluate how they support an advanced understanding of the text as a whole. | Recognizes relations among parts or aspects of a text, such as effective or ineffective arguments or literary features, in considering how these contribute to a basic | Identifies aspects of a text (e.g., content, structure or relations among ideas) as needed to respond to questions posed in assigned tasks. |
| **Interpretation**  
Making Sense with Texts as Blueprints for Meaning | Provides evidence not only that s/he can read by using an appropriate epistemological lens but that s/he can also engage in reading as part of a continuing dialogue within and beyond a discipline or a community of readers. | Articulates an understanding of the multiple ways of reading and the range of interpretive strategies particular to one's discipline(s) or in a given community of readers. | Demonstrates that s/he can read purposefully, choosing among interpretive strategies depending on the purpose of the reading. | Can identify purpose(s) for reading, relying on an external authority such as an instructor for clarification of the task. |
| **Reader's Voice**  
Participating in Academic Discourse about Texts | Discusses texts with an independent intellectual and ethical disposition so as to further or maintain disciplinary conversations. | Elaborates on the texts (through interpretation or questioning) so as to deepen or enhance an ongoing discussion. | Discusses texts in structured conversations (such as in a classroom) in ways that contribute to a basic, shared understanding of the text. | Comments about texts in ways that preserve the author's meanings and link them to the assignment. |
FOUNDATIONS AND SKILLS FOR LIFELONG LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org

Definition
Lifelong learning is “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence”. An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills described in this rubric while in school. (From The European Commission (2000). Commission staff working paper: A memorandum on lifelong learning. Retrieved September 3, 2003, from http://www.see-educoop.net/education_in/pdf/lifelong-oth-enl-t02.pdf.)

Framing Language
This rubric is designed to assess the skills and dispositions involved in lifelong learning, which are curiosity, transfer, independence, initiative, and reflection. Assignments that encourage students to reflect on how they incorporated their lifelong learning skills into their work samples or collections of work by applying above skills and dispositions will provide the means for assessing those criteria. Work samples or collections of work tell what is known or can be done by students, while reflections tell what students think or feel or perceive. Reflection provides the evaluator with a much better understanding of who students are because through reflection students share how they feel about or make sense of their learning experiences. Reflection allows analysis and interpretation of the work samples or collections of work for the reader. Reflection also allows exploration of alternatives, the consideration of future plans, and provides evidence related to students' growth and development. Perhaps the best fit for this rubric are those assignments that prompt the integration of experience beyond the classroom.
# Foundations and Skills for Lifelong Learning VALUE Rubric

_for more information, please contact value@aacu.org_

**Definition**
Lifelong learning is “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence”. An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills (described in this rubric) while in school. (From The European Commission (2000). Commission staff working paper: A memorandum on lifelong learning. Retrieved September 3, 2003, from http://www.see-educoop.net/education_in/pdf/lifelong-oth-enl-t02.pdf.)

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<td><strong>Curiosity</strong></td>
<td>4</td>
<td>3</td>
<td>1</td>
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<tr>
<td>Explores a topic in depth yielding a rich awareness and/or little known information indicating intense interest in the subject.</td>
<td>Explores a topic in depth, yielding insight and/or information indicating interest in the subject.</td>
<td>Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject.</td>
<td>Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject.</td>
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<tr>
<td><strong>Initiative</strong></td>
<td>Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities.</td>
<td>Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.</td>
<td>Completes required work and identifies opportunities to expand knowledge, skills, and abilities.</td>
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<td><strong>Independence</strong></td>
<td>Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.</td>
<td>Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences</td>
<td>Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences</td>
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<td><strong>Transfer</strong></td>
<td>Makes explicit references to previous learning and applies in an innovative (new &amp; creative) way that knowledge and those skills to demonstrate</td>
<td>Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel</td>
<td>Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and</td>
</tr>
<tr>
<td>Reflection</td>
<td>Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.</td>
<td>Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.</td>
<td>Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.</td>
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