



College of General Studies

Inquiry and Analysis Rubric

	Advanced 3	Proficient 2	Emerging 1	Not Visible 0
Use of Sources	Presents in-depth information from relevant sources representing various points of view/ approaches when appropriate to the topic.	Presents information from relevant sources representing limited points of view/ approaches (when appropriate to the topic).	Presents information from some irrelevant sources representing limited points of view/approaches (when appropriate to the topic).	Presents information without sources or all irrelevant sources.
Design Process	Critical elements of the methodology or theoretical framework are skillfully developed.	Methodology or theoretical framework is appropriately used and demonstrated, however some critical elements are incorrectly developed or unfocused.	Methodology or theoretical framework is minimally used and demonstrated. Critical elements are missing, incorrectly developed, and/or unfocused.	The methodology or theoretical framework is not recognizable.
Evidence & Analysis	Presents organized evidence that is effective in revealing important patterns, differences, or similarities.	Presents organized evidence that is strongly related to the focused topic and beginning to reveal important patterns, differences, or similarities.	Lists evidence but it is not organized well and/or <u>not</u> strongly related to the topic of focus.	Evidence is not apparent and/or doesn't relate to topic.
Conclusion	States a conclusion focused on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a reasonable conclusion but may be very general in nature, applying beyond the scope of the inquiry findings.	Conclusion is stated but is ambiguous, illogical, and/or unsupported based on inquiry findings.	Conclusion is not readily apparent or easy to identify
Limitations & Implications	Discusses relevant and supported limitations and implications	Presents relevant and supported limitations and implications	Presents limitations and/or implications, but they are possibly irrelevant and/or unsupported	Does not state limitations nor implications.



College of General Studies
Quantitative Literacy

	Advanced 3	Proficient 2	Emerging 1	Not Visible 0
Interpretation <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Does not provide accurate explanations of information presented in mathematical form.
Representation <i>Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Does not complete conversion of information.
Calculation	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.	Calculations are not accurately attempted.
Application/ Analysis <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</i>	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.	Does not use the quantitative analysis of data to make judgments.
Assumptions <i>Ability to make and evaluate important assumptions in estimation, modeling, and data analysis</i>	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.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Does not accurately or is missing a description of assumptions.
Communication <i>Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)</i>	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.	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.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Does not provide an argument or does not provide explicit numerical support in the argument. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)



College of General Studies

Creative Thinking Rubric

Notes: The Creative Thinking 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.

	Advanced 3	Proficient 2	Emerging 1	Not Visible 0
Acquiring New Skills	Acquires new skill or competency through an original approach that is appropriate to the area.	Acquires new skill or competency by adapting an appropriate model/example to his/her own specifications.	Acquires new skill or competency by successfully reproducing an appropriate model/example.	Does not recognize the need for a new skill or strategy but attempts to apply previously acquired skills or strategies.
Problem Solving Process	Not only develops a logical, consistent plan from among alternatives to solve problem, but also recognizes consequences of solution and can articulate reason for choosing solution.	Considers and selects from among alternatives, develops a logical, consistent plan to solve the problem.	Only a single approach is considered and is used to solve the problem.	Problem is attempted but approach is unclear and unsuccessful.
Innovative Thinking	Creates a well-developed novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.	Repeats available ideas without reformulation or innovation.
Risk Taking	Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.	Incorporates new directions or approaches to the assignment in the final product.	Considers new directions or approaches without going beyond the guidelines of the assignment.	Stays strictly within the guidelines of the assignment.
Connecting Ideas	Synthesizes ideas or solutions into a coherent whole.	Connects ideas or solutions in novel ways.	Recognizes existing connections among ideas or solutions.	Presents ideas or solutions without connections among them.



College of General Studies

Critical Thinking Rubric

Notes: 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 specially 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.

	Advanced 3	Proficient 2	Emerging 1	Not Visible 0
Problem Articulation	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering relevant information necessary for full or sufficient understanding.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.	Issue/problem is not stated or incomprehensible.
Information Utilization	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Awareness of source credibility is demonstrated and critically examined.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Awareness of source credibility is demonstrated.	Information is taken from source(s) without any interpretation/ evaluation.	Either information is taken from either inappropriate sources or no sources are documented.
Assumption Awareness	Identifies and analyses 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.	Shows no awareness of present assumptions or fails to identify some contexts when presenting a position.
Position Complexity	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are synthesized 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 oversimplified.	No specific position (perspective, thesis/ hypothesis) is apparent.
Support for Conclusion	Conclusion and related outcomes are 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 apparent but inconsistently tied to some of the information discussed and/or related outcomes (consequences and/or implications) are oversimplified.	Conclusion is not apparent and/or not tied to information discussed.



College of General Studies

Oral Communication Rubric

Notes: 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. 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.

	Advanced 3	Proficient 2	Emerging 1	Not Visible 0
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and the transitions) is sometimes observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language and Word Choice	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation.	Language choices are thoughtful and sufficiently support the effectiveness of the presentation.	Language choices are clear and partially support the effectiveness of the presentation.	Language choices are unclear and minimally support the effectiveness of the presentation.
Audience Consideration	Content of presentation is appropriate and tailored to prior knowledge and prior disposition of the audience.	Content of presentation is appropriate to prior knowledge and prior disposition of the audience.	Content of presentation is mostly appropriate to prior knowledge and prior disposition of the audience.	Content of presentation is not appropriate to prior knowledge and prior disposition of the audience.
Delivery	Delivery techniques (posture, gesture, eye contact, vocal expressiveness and/or other nonverbal communication) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, vocal expressiveness and/or other nonverbal communication) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, vocal expressiveness and/or other nonverbal communication) make the presentation understandable, and speaker appears tentative.	Delivery techniques detract from the understandability of the presentation, and speaker appears uncomfortable.
Use of Evidence	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that largely supports the presentation or establishes the presenter's credibility/authority on the topic.	Some supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Evidence is inconsistent or insufficient with points made and/or detract from presenter's credibility.
Central Message	Central message is precisely stated, appropriately repeated, memorable, and strongly supported.	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message is not explicitly stated or not understandable in the presentation.



College of General Studies

Written Communication Rubric

Notes: 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 disciplinarily through the process of writing.

	Advanced 3	Proficient 2	Emerging 1	Not Visible 0
Audience and Purpose	Demonstrates an 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).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	Demonstrates no attention to context, audience, purpose, and to the assigned tasks(s).
Content Development	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.	Uses content that is not appropriate for and/or not relevant to the assigned task or does not develop the main ideas.
Disciplinary Conventions	Demonstrates consistent use of important disciplinary conventions effectively. Writing demonstrates organization, content, formatting, presentation, and stylistic choices.	Follows disciplinary conventions appropriately. Writing demonstrates basic organization, content, and presentation.	Partially adheres to disciplinary conventions for basic organization and presentation.	Disciplinary conventions are not apparent.
Uses of Sources & Evidence	Demonstrates consistent use of credible, relevant sources and/or evidence to support ideas that are appropriate within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources and/or evidence to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources and/or evidence to support ideas in the writing.	Does not attempt to use sources and/or evidence to support ideas in the writing.
Language Use	Uses language that conveys meaning to readers effectively. The language has few or no errors and do not distract the reader.	Uses language that generally conveys meaning to readers with clarity. Occasionally errors distract the reader.	Uses language that sometimes impedes meaning because of errors in usage.	Uses language that frequently obscures meaning because of errors in usage.
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and skillful and makes the content cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is sometimes observable.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable.



College of General Studies

Intercultural Knowledge and Competence Rubric

	Advanced 3	Proficient 2	Emerging 1	Not Visible 0
Cultural Self-Awareness	Articulates insights into new perspectives that differ from 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.)	Recognizes and respects new perspectives that differ from own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same preferences in others.)	Shows no awareness that others may have cultural rules and biases different from his/her own.
Intercultural Understanding	Demonstrates a complex understanding of cultural perspectives and/or decisions in a context that may not resemble the student's own worldview.	Demonstrates an understanding of others' cultural perspectives and/or decisions in a context that may not be like student's own worldview.	Demonstrates an understanding of others' cultural perspectives and/or decisions but through the lens of the student's own worldview.	Does not demonstrate an understanding of others' perspectives and/or decisions.
Application of Intercultural Knowledge	Analyzes and applies substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstration of respectful interactions with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews without attention to the role of power structures.	Ineffectively describes the experience of others historically or in contemporary contexts through own cultural perspective, without awareness of the possibility of other cultures and worldviews, with no awareness of the role of power structures.

Notes: 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.



College of General Studies

Analyzing Complex Issues

Notes: This rubric is intended to help faculty evaluate work samples and collections of work that demonstrate student learning about complex issues, including 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. 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.

	Advanced 3	Proficient 2	Emerging 1	Not Visible 0
Approaches to Problem Solving	Identifies multiple adequate approaches for solving the problem.	Identifies only a single approach for solving the problem that is adequate within a specific context.	Identifies one or more approaches for solving the problem that is inadequate within a specific context	Cannot identify an approach for solving the problem.
Multiple Perspectives	Explains the issue from the perspective of multiple stakeholders and articulates the assumptions or values that underlie each perspective.	Explains the issue from the perspective of multiple stakeholders beside themselves.	Explains the issue from the perspective of one other stakeholder beside themselves.	Explains the issue only from one's own perspective.
Theory Application	Identifies the major theory or theories they use, can present the essence of said theory or theories, and attempts to explain the details of the theory or theories used, but may have some inaccuracies.	Identifies the major theory they use, and is only able to present the essence of the named theory.	Identifies the major theory they use.	Misuse or absence of theory.
Recognize Issue Complexity	Recognizes components/ aspects of the issue that are presented in a complex, multilayered (gray) context	Recognizes moderately complex components/aspects of the issue.	Recognizes basic and obvious components/aspects of the issue.	Fails to recognize basic and obvious issues.
Articulate Complexity among Issues	Identifies and articulates both major and more subtle complexities and relationships among issues.	Identifies and articulates major complexities or relationships among issues.	Identifies the complexities or relationships among issues.	Fails to identify complexities or relationships among issues.



College of General Studies

Civic Engagement Rubric

Notes: 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 publication. As a result, other students, faculty, and community members are engaged to take action on an issue.
- 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.

	Advanced 3	Proficient 2	Emerging 1	Not Visible 0
Communication	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	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.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Does not express, listen, and adapt ideas and messages based on others' perspectives in civic context.
Action & Reflection	Demonstrates independent experience of complex or multiple civic engagement actions, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Clearly participated in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Provides no evidence of experience in civic actions and does not reflect or describe how these actions may benefit individual(s) or communities.
Structure & Context	Demonstrates ability and commitment to work actively <i>within</i> community contexts and structures <i>to achieve a civic aim</i> .	Demonstrates experience identifying intentional ways to <i>participate in</i> civic contexts and structures.	Recognizes and acknowledges the importance of civic contexts and structures.	Does not appear to recognize and acknowledge civic contexts and structures.
Integration of Prior Learning	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and applies that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.	Makes no reference or makes inaccurate references to previous learning