Rubric Examples*

Writing Rubric (Johnson Community College)	2
Subject A Scoring Guide (University of CA)	3
Scoring Guide for Writing (CA State University, Fresno)	4
Scoring Guide for Integrative Science (CA State University, Fresno)	5
Writing Rubric (Northeastern Illinois University)	6
Oral Presentation Holistic Scoring Rubric (SE Missouri State U)	7
Holistic Critical Thinking Scoring Guide (Facione & Facione)	10
Levels of Leadership (Bowling Green)	11
Levels of Connection (Bowling Green)	12
Levels of Participation (Bowling Green)	13
Levels of Presentation (Bowling Green)	14
Levels of Investigation (Bowling Green)	15
Analytical Writing Rubric (CA State University, Long Beach)	16
Social Science Rubric (SUNY Geneseo)	16
Fine Arts Rubric (SUNY Geneseo)	18
Listening (Palomar)	19
Speaking (Palomar)	20
Reading (Palomar)	21
Writing (Palomar)	21
Problem Solving (Palomar)	22
Creative Thinking (Palomar)	22
Quantitative Reasoning (Palomar)	23
Transfer of Knowledge Skills (Palomar)	23
Technological Competency (Palomar)	24
Teamwork (Palomar)	25
Self-Management (Palomar)	25
Respect for Diverse People and Cultures (Palomar)	26
Humanities/Cultural Rubric (University of South Carolina)	27
Math (University of South Carolina)	32
Oral Communications (University of South Carolina)	34
Science (University of South Carolina)	39
Social/Behavioral Science (University of South Carolina)	40
Written Communication (University of South Carolina)	44
Analytical Skills (University of Arkansas, Fort Smith)	49
Creativity (University of Arkansas, Fort Smith)	50
Social Interaction (University of Arkansas, Fort Smith)	53
Critical Thinking (Northeastern Illinois University)	55
Critical Thinking (CA State University, Fresno)	56
Information Competence (CA State University)	57
A Rubric for Rubrics (Monmouth University)	58

*Rubrics were taken *verbatim* from campus websites and were sometimes lightly reformatted to fit the printed page.

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

California State University, Fresno

Scoring Guide for Writing

Scoring Level	Knowledge of Conventions	Clarity and Coherence	Rhetorical Choices
4 - Accomplished	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.	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.	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.
3 - Competent	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.	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.	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.
2 - Developing	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.	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.	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.
1 - Beginning	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.	Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.	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.

June 6, 2002

http://www.csufresno.edu/cetl/assessment/ (click on WritingScoring.doc)

California State University, Fresno
General Education Scoring Guide for Integrative Science

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

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)

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

http://www.neiu.edu/~neassess/gened.htm#rubric

Oral Presentation Holistic Scoring Rubric
Southeast Missouri State University

Retrieved September 3, 2005 from http://ustudies.semo.edu/oralcom/holistic.htm

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; these is no logical plan to the speech

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

4	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. Draws warranted, judicious, non-fallacious conclusions. Justifies key results and procedures, explains assumptions and reasons. Fair-mindedly follows where evidence and reasons lead.
3	Does most or many of the following: Accurately interprets evidence, statements, graphics, questions, etc. Identifies relevant arguments (reasons and claims) pro and con. Offers analyses and evaluations of obvious alternative points of view. Draws warranted, non-fallacious conclusions. Justifies some results or procedures, explains reasons. Fair-mindedly follows where evidence and reasons lead.
2	Does most or many of the following: Misinterprets evidence, statements, graphics, questions, etc. Fails to identify strong, relevant counter-arguments. Ignores or superficially evaluates obvious alternative points of view. 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	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 counter-arguments. 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. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions. Exhibits close-mindedness or hostility to reason.

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Retrieved September 2, 2005 from http://www.insightassessment.com/pdf_files/rubric.pdf

Levels of Leadership

Bowling Green University, http://folios.bgsu.edu/assessment/Rubrics.htm, downloaded March 21, 2002

"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.

Level 1 Leadership (Beginner)

- Gives an impression of reluctance or uncertainty about exercising leadership
- 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
- Asks for ideas or suggestions without intending to consider them
- May show favoritism to one or more group members
- Takes the group off track

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

Levels of Connection

Bowling Green University, http://www.bgsu.edu/offices/provost/Assessment/Connect.htm

"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.

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

Levels of Participation

Bowling Green University, httphttp://www.bgsu.edu/offices/provost/Assessment/Particip.htm

"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.

Level 1 Participation (Beginner)

- Little or no advance preparation
- Lets others set and pursue the agenda
- Observes passively and says little or nothing
- Responds to questions
- Gives the impression of wanting to be somewhere else
- Attendance record is haphazard and inconsistent; may be absent or late without notice

Level 2 Participation (Novice)

- Moderately prepared in advance
- Takes some part in setting group goals and agendas
- Participates in discussions, letting others provide the direction
- Occasionally introduces information or asks questions
- If likely to be absent or late, informs others ahead of time and arranges to cover own responsibilities

Level 3 Participation (Proficient)

- Well prepared in advance
- Takes a large part in setting group goals and agendas
- Actively participates in discussion and asks questions
- Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas
- Volunteers willingly and carries own share of the group's responsibilities

Level 4 Participation (Advanced)

- All of the markers of proficient participation, plus:
- Draws out ideas or concerns of others, especially those who have said little
- Re-visits issues or ideas that need more attention
- Helps the group stay on track
- Summarizes group decisions and action assignments

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.

Level 1 Presenting (Beginner)

Ill-defined or no announced purpose

- Unfocused sense of audience
- Inadequate organization and/or development
- Inappropriate or insufficient details to support ideas
- Does not demonstrate understanding of topic beyond a surface level
- Looks only at notes or away from audience
- Vocal qualities (pace, inflection, volume, enunciation) distract from the content
- Lacks interest in the topic

Level 2 Presenting (Novice)

- Vague purpose or multiple purposes
- Sense of audience wavers
- Evident but inconsistent development
- Does not advance an argument with adequate support
- Demonstrates some understanding of the topic, but does make connections among ideas
- Little eye contact is made with audience
- Vocal qualities (pace, inflection, volume, enunciation) interfere with the content
- Shows some interest for the topic

Level 3 Presenting (Proficient)

- Expresses a clear, coherent thesis
- Sticks to the purpose and provides adequate transitions among ideas
- Moves beyond surface understanding and demonstrates facility with topical and disciplinary knowledge and vocabulary
- Advances argument with sound evidence and references
- Appropriate eye contact is made with audience
- Vocal qualities (pace, inflection, volume, enunciation) support the content
- Shows enthusiasm for topic

Level 4 Presenting (Advanced)

- Insightful, creative or skillfully presented purpose
- Awareness of audience demonstrated through form, language, and presence
- Effective organization contributes to full development of presentation
- Innovatively or expertly advances the presentation with well-researched evidence and documentation
- Eye contact is used to gauge reactions and understanding
- Vocal qualities (pace, inflection, volume, enunciation) reinforce and animate the content
- Creates enthusiasm about topic in others

Levels of Investigation

Bowling Green University, http://folios.bgsu.edu/assessment/Rubrics.htm, downloaded March 21, 2002

"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.

	Excellent 4	3	Competent 2	1	Not Acceptable 0
Presentation					
1. The purpose and focus are clear and consistent.					
2. The main claim is clear, significant, and challenging.					
3. Organization is purposeful, effective, and appropriate.					
4. Sentence form and word choice are varied and appropriate.					
5. Punctuation, grammar, spelling, and mechanics are appropriate.					
Content					
6. Information and evidence are accurate, appropriate, and integrated effectively.					
7. Claims and ideas are supported and elaborated.					
8. Alternative perspectives are carefully considered and represented.					
Thinking					
9. Connections between and among ideas are made.					
10. Analysis/synthesis/evaluation/interpretation are effective and consistent.					
11. Independent thinking is evident.					
12. Creativity/originality is evident.					
Assignment Specific Criteria					
13. Responds to all aspects of the assignment.					
14. Documents evidence appropriately.					
15. Considers the appropriate audience/implied reader.					

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

	METHODS OF SOCIAL SCIENCE *Hypothesis Development, Document Analysis, Observation, Experiment, Measurement, Statistical Analysis, or Interpretative Analysis*	KNOWLEDGE OF SOCIAL SCIENCE *Major Social Science Concepts, Major Social Science Models, Major Social Science Concerns*	KNOWLEDGE OF PUBLIC ISSUES *Social Issues, Political Issues, Economic Issues, Moral Issues*
4 Exceeding	The student demonstrated a clear understanding of the relative merits of at least two of the methods used by social scientists.	The student demonstrated a clear understanding of the relative merits of at least two social science models.	The student demonstrated a clear understanding of the social, political, economic, or moral aspects of at least two public issues.
3 Meeting	The student demonstrated a clear understanding of at least one of the methods used by social scientists.	The student demonstrated a clear understanding of at least one social science model.	The student demonstrated a clear understanding of the social, political, economic, or moral aspects of at least one public issue.
2 Approaching	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.	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.	The student could express the social, political, economic, or moral aspects of a public issue, but overlooked important aspects or made questionable judgments.
1 Not Meeting	The student could not distinguish between the methods of social science and other liberal arts disciplines.	The student could not distinguish between the concepts of social science and other liberal arts disciplines.	The student could not express the social, political, economic, or moral aspects of a public issue.

Fine Arts Rubric

	Portfolio/ Performance	**Craftsmanship**	**Interpretation / Analysis**
Exceeding 4	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 **high quality**, and be presented in a professional manner.	The student will demonstrate **exemplary** 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.	Students will demonstrate an **exemplary** ability to analyze and interpret the art form under study. In this, the student will demonstrate **excellent** understanding of this form at a high level.
Meeting 3	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 **medium quality**, and be presented in a somewhat professional manner.	The students will demonstrate **proficient** 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.	Students will demonstrate **proficient** ability to analyze and interpret the form under study. In this, the student will demonstrate a **good** understanding of this art form at a medium level.
Approaching 2	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 developing quality**, and be presented in an acceptable manner.	The student will demonstrate **developing** 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.	Students will demonstrate an **developing** ability to analyze and interpret the art form under study. In this, the student will demonstrate understanding of this art form at **beginning** level.
Not Meeting	The student will	The student demonstrates	Students will

1	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.	**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.	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.

Palomar College Benchmarks for Core Skills – First Draft
(downloaded 12/22/04 from http://www.palomar.edu/alp/benchmarks_for_core_skills.htm#com)

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

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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 works 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.

University of South Carolina
General Education Assessment Criteria—Oral Communication
http://ipr.sc.edu/effectiveness/assessment/criteria/oral.htm

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 speakers 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 are not distracting.

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.

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 sell 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.

University of South Carolina
General Education Assessment Criteria—Social/Behavioral Sciences
Downloaded 3/20/05 from http://ipr.sc.edu/effectiveness/assessment/criteria/socibeh.htm

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 alterative 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.

University of South Carolina
General Education Assessment Criteria—Written Communication
http://ipr.sc.edu/effectiveness/assessment/criteria/written.htm

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**
   - Evaluate the criteria and propose a solution.
4. **Beginning Behavior**
   - Develop a criteria list.

Student Behavior Four

The student will implement and evaluate solutions.

1. **Exemplary Behavior**
   - Select and justify the final solution to the problem.
2. **Accomplished Behavior**
   - Analyze and evaluate all assessment information.
3. **Developing Behavior**
   - Gather assessment information about the implemented proposed solution(s).
4. **Beginning Behavior**
   - 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**
   - Consistently defines problem accurately.
2. **Accomplished Behavior**
   - Usually defines problem accurately.
3. **Developing Behavior**
   - Defines problem with minor omissions or errors.
4. **Beginning Behavior**
   - 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**

- Consistently analyzes components of the problem accurately.

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.

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**

- Usually able to identify and define creative work(s).

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

Student Behavior 2.2

The student will analyze component parts and processes.

Levels of Behavior 2.2:

1. **Exemplary Behavior**
   - Consistently analyzes component parts and processes.
2. **Accomplished Behavior**
   - Usually analyzes component parts and processes.
3. **Developing Behavior**
   - Occasionally analyzes component parts and processes.
4. **Beginning Behavior**
   - Inaccurately analyzes component parts and processes.

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**
   - Consistently able to interpret and thoroughly synthesize elements of the creative work(s).
2. **Accomplished Behavior**
   - Able to interpret and accurately synthesize elements of the creative work(s) with few omissions.
3. **Developing Behavior**
   - Interpretation is attempted but may be unclear; therefore, unable to synthesize elements of the creative work(s).
4. **Beginning Behavior**
   - 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**
   - Consistently and clearly communicates the interpretation of creative works choosing an appropriate medium and audience.
2. **Accomplished Behavior**
   - Usually able to communicate the interpretation of creative works choosing an appropriate medium and audience.
3. **Developing Behavior**
   - 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.

Social Interaction

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

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**
    - Can usually read others' body language.
3. **Developing Behavior**
    - Can sometimes read others' body language.
4. **Beginning Behavior**
    - Usually ignores or fails to read others' body language.

Student Behavior Four

Student will use conflict management techniques.

Levels of Behavior Four:

1. **Exemplary Behavior**
    - Utilizes conflict management techniques in an individual, group, or professional setting.
2. **Accomplished Behavior**
    - Usually utilizes conflict management techniques in an individual, group, or professional setting.
3. **Developing Behavior**
    - Sometimes utilizes conflict management techniques in an individual, group, or professional setting.
4. **Beginning Behavior**
    - Rarely uses conflict management techniques in an individual, group, or professional setting.

Student Behavior Five

Student will take on task-maintenance roles.

Levels of Behavior Five:

1. **Exemplary Behavior**
    - Willingly takes on task and/or maintenance roles in a group.
2. **Accomplished Behavior**
    - Takes on task and/or maintenance roles in a group.
3. **Developing Behavior**
    - Usually doesn't take on task and/or maintenance roles in a group.
4. **Beginning Behavior**
    - Rarely participates in group activities.

Student Behavior Six

Student will use humor appropriately.

Levels of Behavior Six:

1. **Exemplary Behavior**
    - Almost always uses humor in an appropriate manner.
2. **Accomplished Behavior**
    - Usually uses humor in an appropriate manner.
3. **Developing Behavior**
    - Sometimes uses humor, but not always in an appropriate manner.
4. **Beginning Behavior**
    - Rarely uses humor in an appropriate manner.

Northeastern Illinois University General Education Critical Thinking Rubric

Downloaded 3/2/05 from http://www.neiu.edu/~neassess/gened.htm#rubric

Quality **Macro Criteria**	**No/Limited Proficiency** (D&E)	**Some Proficiency** (C)	**Proficiency** (B)	**High Proficiency** (A)
1. Identifies & Explains Issues	Fails to identify, summarize, or explain the main problem or question. Represents the issues inaccurately or inappropriately.	Identifies main issues but does not summarize or explain them clearly or sufficiently	Successfully identifies and summarizes the main issues, but does not explain why/how they are problems or create questions	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.
2. Distinguishes Types of Claims	Fails to label correctly any of the factual, conceptual and value dimensions of the problems and proposed solutions.	Successfully identifies some, but not all of the factual, conceptual, and value aspects of the questions and answers.	Successfully separates and labels all the factual, conceptual, and value claims	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.
3. Recognizes Stakeholders and Contexts	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.	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.	Correctly identifies all the empirical and most of theoretical contexts relevant to all the main stakeholders in the situation.	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.
4. Considers Methodology	Fails to explain how/why/which specific methods of research are relevant to the kind of issue at hand.	Identifies some but not all methods required for dealing with the issue; does not explain why they are relevant or effective.	Successfully explains how/why/which methods are most relevant to the problem.	In addition to explaining how/why/which methods are typically used, also describes embedded methods and possible alternative methods of working on the problem.
5. Frames Personal Responses and Acknowledges Other Perspectives	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.	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.	Formulates a clear and precise personal point of view concerning the issue, and seriously discusses its weaknesses as well as its strengths.	Not only formulates a clear and precise personal point of view, but also acknowledges objections and rival positions and provides convincing replies to these.

California State University, Fresno General Education Scoring Guide for Critical Thinking
Downloaded 3/2/05 from http://www.csufresno.edu/cetl/assessment/CTScoring.doc

Scoring Level	Interpretation	Analysis & Evaluation	Presentation
4 - Accomplished	Analyzes insightful questions Refutes bias Critiques content Examines inconsistencies Values information	Examines conclusions Uses reasonable judgment Discriminates rationally Synthesizes data Views information critically	Argues succinctly Discusses issues thoroughly Shows intellectual honesty Justifies decisions Assimilates information
3 - Competent	Asks insightful questions Detects bias. Categorizes content. Identifies inconsistencies Recognizes context	Formulates conclusions Recognizes arguments Notices differences Evaluates data Seeks out information	Argues clearly Identifies issues Attributes sources naturally Suggests solutions Incorporates information
2 - Developing	Identifies some questions Notes some bias Recognizes basic content States some inconsistencies Selects sources adequately	Identifies some conclusions Sees some arguments Identifies some differences Paraphrases data Assumes information valid	Misconstructs arguments Generalizes issues Cites sources Presents few options Overlooks some information
1 - Beginning	Fails to question data Ignores bias Misses major content areas Detects no inconsistencies Chooses biased sources	Fails to draw conclusions Sees no arguments Overlooks differences Repeats data Omits research	Omits argument Misrepresents issues Excludes data Draws faulty conclusions Shows intellectual dishonesty

Rubrics for Assessing Information Competence in the California State University

ACRL Standard	Beginning	Proficient	Advanced
1. Determine the Extent of the Information Needed	Student is unable to effectively formulate a research question based on an information need.	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.	Question is focused, clear, and complete. Key concepts and terms are identified. Extensive information sources are identified in numerous potential formats.
2. Access the Needed Information Effectively and Efficiently	Student is unfocused and unclear about search strategy. Time is not used effectively and efficiently. Information gathered lacks relevance, quality, and balance.	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.	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,
3. Evaluate Information and its Sources Critically	Student is unaware of criteria that might be used to judge information quality. Little effort is made to examine the information located	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.	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.
4. Use Information Effectively to Accomplish a Specific Purpose	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.	Student uses appropriate information to solve a problem, answer a question, write a paper, or other purposes	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
5. Understand the Economic, Legal, and Social Issues surrounding the Use of Information, and Access and Use Information Ethically and Legally	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.	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.	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.

*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.

A Rubric for Rubrics: *A Tool for Assessing the Quality and Use of Rubrics in Education*

Downloaded July 9, 2005 from http://its.monmouth.edu/facultyresourcecenter/Rubrics/A%20Rubric%20for%20Rubrics.htm

Criteria	1 Unacceptable	2 Acceptable	3 Good/Solid	4 Exemplary
Clarity of criteria	Criteria being assessed are unclear, inappropriate and/or have significant overlap	Criteria being assessed can be identified, but are not clearly differentiated or are inappropriate	Criteria being assessed are clear, appropriate and distinct	Each criteria is distinct, clearly delineated and fully appropriate for the assignment(s)/course
Distinction between Levels	Little/no distinction can be made between levels of achievement	Some distinction between levels is made, but is not totally clear how well	Distinction between levels is apparent	Each level is distinct and progresses in a clear and logical order
Reliability of Scoring	Cross-scoring among faculty and/or students often results in significant differences	Cross-scoring by faculty and/or students occasionally produces inconsistent results	There is general agreement between different scorers when using the rubric *(e.g. differs by less than 5-10% or less than ½ level)*	Cross-scoring of assignments using rubric results in consistent agreement among scorers
Clarity of Expectations/ Guidance to Learners	Rubric is not shared with learners	Rubric is shared and provides some idea of the assignment/ expectations	Rubric is referenced - used to introduce an assignment/guide learners	Rubric serves as primary reference point for discussion and guidance for assignments as well as evaluation of assignment(s),
Support of Metacognition (Awareness of Learning)	Rubric is not shared with learners	Rubric is shared but not discussed/ referenced with respect to what is being learned through the assignment(s)/course	Rubric is shared and identified as a tool for helping learners to understand what they are learning through the assignment/ in the course	Rubric is regularly referenced and used to help learners identify the skills and knowledge they are developing throughout the course/ assignment(s)
Engagement of Learners in Rubric Development/ Use *	Learners are not engaged in either development or use of the rubrics	Learners offered the rubric and may choose to use it for self assessment	Learners discuss the design of the rubric and offer feedback/input and are responsible for use of rubrics in peer and/or self-evaluation	Faculty and learners are jointly responsible for design of rubrics and learners use them in peer and/or self-evaluation

**Considered optional by some educators and a critical component by others*

Scoring: 0 - 10 = needs improvement 11 - 15 = workable 16 – 20 = solid/good 21 – 24 = exemplary

Dr. Bonnie B. Mullinix © *Monmouth University* *December 2003*