

General Education
COURSE ASSESSMENT RUBRIC: Element 3B HUMANITIES
REVISED Summer 2015 (Revisions in Bold)

COMPETENCY	4-Accomplished <i>Exceeds Course Expectations</i>	3-Competent <i>Meets Course Expectations</i>	2-Developing <i>Incomplete in Meeting Course Expectations</i>	1-Beginning <i>Inadequate in Meeting Course Expectations</i>
Comprehension (GE Goal 6)	Demonstrates <i>accurate, clear,</i> and <i>precise</i> comprehension of <i>significant</i> concepts.	Demonstrates <i>accurate</i> comprehension of <i>significant</i> concepts.	Demonstrates limited or inexact comprehension of <i>significant</i> concepts. (Not always <i>accurate</i>)	Fails to demonstrate comprehension of <i>significant</i> concepts. (Not <i>accurate</i>)
Clarity of Expression (GE Goal 2)	Expresses ideas through sentences that are <i>clearly</i> formulated, grammatically correct, and stylistically compelling. Displays a <i>logical</i> line of reasoning.	Expresses ideas through sentences that are <i>clearly</i> formulated, grammatically correct, and stylistically competent. May display some lapses in <i>logic</i> .	Expresses ideas that are intelligible, but effective communication is impaired by grammatical flaws (not always <i>clear</i>). Displays lapses in <i>logic</i> .	Fails to formulate grammatically correct and/or intelligible sentences (<i>unclear</i>). Little/no <i>logical</i> line of reasoning.
Contextual Analysis (GE Goal 2,6)	<i>Accurately</i> and <i>precisely</i> locates particular works and/or cultural or intellectual movements in relation to multiple <i>relevant</i> contexts. Identifies and elaborates on the manner in which these contexts influence the work(s) or movement(s) .	<i>Accurately</i> locates particular works and/or cultural or intellectual movements in relation to some <i>relevant</i> contexts. Identifies the manner in which these contexts influence the work(s) or movement(s) .	Approximately locates works and/or cultural or intellectual movements in relation to some <i>relevant</i> contexts. May have some <i>inaccuracies</i> . Shows a general awareness of how the contexts influence the work(s) or movement(s) .	Fails to locate or <i>inaccurately</i> locates works and/or cultural or intellectual movements in relation to <i>relevant</i> contexts. Shows no awareness of how these contexts influence the work(s) or movement(s) .
Theoretical Application (GE Goal 2,6,7)	<i>Accurately, precisely,</i> and creatively applies <i>relevant</i> methods, models, and/or perspectives for the purpose of evaluating work(s), addressing issues, or solving problems.	<i>Accurately</i> applies <i>relevant</i> methods, models, and/or perspectives for the purpose of evaluating work(s), addressing issues, or solving problems.	Applies with limited success (not always <i>accurate</i>) <i>relevant</i> methods, models, and/or perspectives for the purpose of evaluating work(s), addressing issues, or solving problems.	Fails to apply or <i>inaccurately</i> applies <i>relevant</i> methods, models, and/or perspectives for the purpose of evaluating work(s), addressing issues, or solving problems.
Methods (GE Goal 7)	Demonstrates an <i>accurate</i> and <i>precise</i> understanding of <i>relevant</i> methods used to gather evidence to support conclusions.	Demonstrates an <i>accurate</i> understanding of <i>relevant</i> methods used to gather evidence to support conclusions.	Demonstrates an incomplete understanding (not always <i>accurate</i>) of <i>relevant</i> methods used to gather evidence to support conclusions. May not always be <i>accurate</i> .	Fails to demonstrate an understanding or demonstrates <i>inaccurate</i> understanding of <i>relevant</i> methods used to gather evidence to support conclusions.
Integration Across Course (GE Goal 2, 8)	<i>Accurately, deeply</i> and <i>broadly</i> integrates relevant knowledge and <i>significant</i> concepts and principles in a <i>logical</i> manner.	<i>Accurately</i> integrates <i>relevant knowledge</i> and <i>significant</i> concepts and principles in a <i>logical</i> manner.	<i>Accurately</i> integrates some <i>relevant knowledge</i> and <i>significant</i> concepts and principles in a <i>logical</i> manner.	Fails to integrate or <i>inaccurately</i> integrates <i>relevant knowledge</i> and/or <i>significant</i> concepts and principles.

Note. Element 3A and 3B have separate rubrics (Revised Summer 2015)

The criterion below was removed from the rubric for Element 3B

Formal/ Structural Analysis (ART?) <i>(GE Goal 2,6,7)</i>	Provides <i>accurate, relevant, and precise</i> analysis of stylistic features, techniques, or methods employed in the work(s).	Provides <i>accurate and relevant</i> analysis of stylistic features, techniques, or methods employed in the work(s).	Provides limited <i>relevant</i> analysis of stylistic features, techniques, or methods employed in the work(s). Not always <i>accurate</i>.	Fails to provide <i>relevant</i> analysis of stylistic features, techniques, or methods employed in the work(s) or provides <i>inaccurate</i> analysis.	
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Applying the Intellectual Standards

Clarity: Understandable; the meaning can be grasped

Feedback: Could you elaborate further? Could you give an example? Could you illustrate what you mean?

Accuracy: Free from errors or distortions; true

Feedback: How could we check on that? How could we find out if that is true? How could we verify or test that?

Precision: Exact to the necessary level of detail

Feedback: Could you be more specific? Could you give more details? Could you be more exact?

Relevance: Relating to the matter at hand

Feedback: How does that relate to the problem? How does that bear on the question? How does that help us with the issue?

Depth: Containing complexities and multiple interrelationships

Feedback: What factors make this a difficult problem? What are some of the complexities of this question? What are some of the difficulties we need to deal with?

Breadth: Encompassing multiple viewpoints

Feedback: Do we need to look at this from another perspective? Do we need to consider another point of view? Does we need to look at this in other ways?

Logic: The parts make sense together; no contradictions

Feedback: Does this all make sense together? Does your first paragraph fit in with your last? Does what you say follow from the evidence?

Significance: Focusing on the important; not trivial

Feedback: Is this the most important problem to consider? Is this the central idea to focus on? Which of these facts are most important?

Fairness: Justifiable; not self-serving or one-sided

Feedback: Do you have any vested interest in this issue? Are you sympathetically representing the viewpoints of others?