

General Education COURSE ASSESSMENT RUBRIC
Element 5A: Historical Perspectives (Revised June 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 <i>GE Goal: 3</i>	Demonstrates <i>accurate</i> and <i>precise</i> understanding of readings and/or other course materials	Demonstrates <i>accurate</i> understanding of readings and/or other course materials	Demonstrates some <i>accuracy</i> in the understanding of readings and/or other course materials	Does not demonstrate understanding of readings and/or other course materials
Application/ Analysis/ Interpretation <i>GE Goals: 2,3</i>	<i>Accurately</i> and <i>precisely</i> locates specific societies within the discipline's socio-political typology and/or <i>accurately</i> and <i>precisely</i> analyzes societal continuities and changes from a non-contemporary perspective, and ; shows evidence of substantial <i>depth</i> and/or <i>breadth</i>	<i>Accurately</i> locates specific societies within the discipline's socio-political typology and/or <i>accurately</i> analyzes societal continuities and changes from a non-contemporary perspective, and shows evidence of some <i>depth</i> and/or <i>breadth</i>	Locates specific societies within the discipline's socio-political typology and/or analyzes societal continuities and changes, but not always <i>accurate</i> ; shows evidence of minimal <i>depth</i> and/or <i>breadth</i>	Does not locate specific societies within the discipline's socio-political typology and/or does not analyze societal continuities and changes
Methods/ Interpretation <i>GE Goals: 3, 7</i>	Demonstrates relevant non-contemporary perspective, <i>accurately</i> and <i>precisely</i> rooted in time and place, in the analysis of sources from or concerning the period(s) under study; shows evidence of substantial <i>depth</i> and/or <i>breadth</i>	Demonstrates relevant non-contemporary perspective, <i>accurately</i> rooted in time and place, in the analysis of sources from or concerning the period(s) under study; shows evidence of some <i>depth</i> and/or <i>breadth</i>	Demonstrates some relevant perspective, rooted in time and place, in the analysis of written, oral, and/or artifactual sources from or concerning the period(s) under study; may not always be <i>accurate</i> ; shows evidence of minimal <i>depth</i> and/or <i>breadth</i>	Does not demonstrate relevant perspective, rooted in time and place, in the analysis of written, oral, and/or artifactual sources from or concerning the period(s) under study.
Integration <i>GE Goals: 2,3,8</i>	<i>Fairly, logically, and accurately</i> integrates relevant information, appropriate perspectives, and important principles in a cohesive and/or creative manner	<i>Fairly, logically, and accurately</i> integrates most relevant information, appropriate perspectives, and important principles	Integrates some relevant information, appropriate perspectives, and important principles with limited <i>fairness, logic, and/or accuracy.</i>	Does not integrate relevant information, appropriate perspectives, and important principles

Intellectual standards italicized in Table (Paul & Elder: Elements of Thought)

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?