

## General Education COURSE ASSESSMENT RUBRIC Element 3B (Humanities) + QEP Critical Reading

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>
<b>Comprehension</b> <i>(GE Goal 6)</i>	Demonstrates <i>accurate, clear,</i> and <i>precise</i> comprehension of <i>significant</i> concepts, <b>methods, theories, models, and/or perspectives in the text(s).</b>	Demonstrates <i>accurate</i> comprehension of <i>significant</i> concepts, <b>methods, theories, models, and/or perspectives in the text(s).</b>	Demonstrates limited or inexact comprehension of <i>significant</i> concepts, <b>methods, theories, models, and/or perspectives in the text(s).</b> (Not always <i>accurate</i> )	Fails to demonstrate comprehension of <i>significant</i> concepts, <b>methods, theories, models, and/or perspectives in the text(s).</b> (Not <i>accurate</i> )
<b>Clarity of Expression</b> <i>(GE Goal 2)</i>	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.
<b>Analysis</b> <i>(GE Goal 2,6)</i>	<i>Accurately</i> and <i>precisely</i> locates particular works and/or cultural or intellectual movements in relation to multiple <i>relevant</i> contexts. <b>Recognizes the parts or aspects of the text that contribute to understanding the works or movements.</b> 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. <b>Recognizes the parts or aspects of the text that contribute to understanding the works or movements.</b> 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> . <b>Provides limited relevant analysis recognizing the parts or aspects of the text that contribute to understanding the works or movements.</b> 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. <b>Fails to provide relevant analysis by recognizing the parts or aspects of the text that contribute to understanding the works or movements.</b> Shows no awareness of how these contexts influence the work(s) or movement(s).
<b>Theoretical Application</b> <i>(GE Goal 2,6,7)</i>	<i>Accurately, precisely,</i> and creatively <b>demonstrates the use of relevant</b> methods, models, and/or perspectives for the purpose of evaluating work(s), addressing <b>significant</b> issues, or solving <b>important</b> problems.	<i>Accurately</i> <b>demonstrates the use of relevant</b> methods, models, and/or perspectives for the purpose of evaluating work(s), addressing <b>significant</b> issues, or solving <b>important</b> 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 <b>significant</b> issues, or solving <b>important</b> 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.

<b>Methods</b> (GE Goal 7)	<i>Demonstrates an accurate and precise understanding of relevant methods used to gather evidence to support conclusions.</i>	<i>Demonstrates an accurate understanding of relevant methods used to gather evidence to support conclusions.</i>	Demonstrates an incomplete understanding (not always accurate) of relevant methods used to gather evidence to support conclusions. May not always be accurate.	Fails to demonstrate an understanding or demonstrates inaccurate understanding of relevant methods used to gather evidence to support conclusions.
<b>Integration Across Course</b> (GE Goal 2, 8)	Accurately, deeply and broadly <b>connects and</b> integrates relevant knowledge and significant concepts and principles <b>from texts</b> in a <i>logical</i> manner.	<b>Accurately connects and</b> integrates <i>relevant</i> knowledge and <i>significant</i> concepts and principles <b>from texts</b> in a <i>logical</i> manner.	<b>Accurately connects and</b> integrates some <i>relevant</i> knowledge and <i>significant</i> concepts and principles <b>from texts</b> in a <i>logical</i> manner.	Fails to <b>connect and</b> integrate or <i>inaccurately connects and</i> integrates <i>relevant</i> knowledge and/or <i>significant</i> concepts and principles <b>from texts</b> .

**Note. Element 3A and 3B have separate rubrics (Revised Spring 2017)**

### 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?

Notes from May 2017 GE + QEP Revision Process (Revisions in Bold in above rubric).

- **Comprehension.** The 2015 Rubric focused exclusively on comprehension of “concepts.” The revised rubric adds comprehension of “**methods, theories, models, and/or perspectives.**” This language more accurately reflects faculty expectations about what students might learn. Finally, we added the language “**in the text(s)**” from the ECU Critical Reading Rubric to reflect the goals of the new QEP.
- **Clarity of Expression.** No changes were made to this competency.
- **Analysis.** This competency was called “Contextual Analysis” in the 2015 Rubric. The name was changed to “Analysis” to reflect that students will analyze more than just the context of a work, but also the meaning of the work itself. We added the following language directly from the ECU Critical Reading Rubric to reflect the goals of the new QEP: “**Recognizes the parts or aspects of the text that contribute to understanding**” the works or movements.
- **Theoretical Application.** The committee merged the competency on the ECU Critical Reading Rubric titled, “Evaluation,” into this competency on the Element 3B Rubric, because the goals are identical. To keep language consistent, we incorporated the following language from the ECU Critical Reading Rubric into the revised rubric: (1) “applies” was changed to “**demonstrates the use of**”; (2) The adjectives “**significant**” and “important” were added to better qualify the types of issues and problems students should address in their work.
- **Methods.** Retained original Element 3B criterion.
  - **Note:** The General Education competency states that students will: Distinguish the methods that underlie the search for knowledge in the arts, humanities, natural sciences, history, and social and behavioral sciences.
- **Integration Across the Course.** The terms, “**connects**” and “**in texts**” were added in order to keep language consistent with the ECU Critical Thinking Rubric and reflect the goals of the new QEP.