

**General Education COURSE ASSESSMENT RUBRIC
Element 5A: Historical Perspectives (Revised May 2017)**

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>
GE Comprehension (GE Goal 3) + QEP Comprehension	Demonstrates <i>accurate, clear, and precise</i> comprehension of <i>significant</i> concepts in the text(s). Objective assessment criterion: Not applicable.	Demonstrates <i>accurate</i> comprehension of <i>significant</i> concepts in the text(s). Objective assessment criterion: Correctly answers 75% or more of the factual question about the text or materials	Demonstrates limited or inexact comprehension of <i>significant</i> concepts in the text(s). (Not always <i>accurate</i>) Objective assessment criterion: Correctly answers 50-74% or more of the factual question about the text or materials.	Fails to demonstrate comprehension of <i>significant</i> concepts in the text(s). (Not <i>accurate</i>) Objective assessment criterion: Correctly answers 49% or less of the factual question about the text or materials.
GE Application/ Analysis/ Interpretation (GE Goals: 2,3) + QEP Analysis	<i>Accurately and precisely</i> locates specific societies within the discipline's socio-political typology and/or <i>accurately and precisely</i> analyzes societal continuities and changes from a non-contemporary perspective, and ; recognizes the parts or aspects of the texts that contribute to understanding the purpose of the text.	<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 recognizes the parts or aspects of the texts that contribute to understanding the purpose of the text.	Locates specific societies within the discipline's socio-political typology and/or analyzes societal continuities and changes; recognizes the parts or aspects of the texts that contribute to understanding the purpose of the text. (Not always <i>accurate</i>)	Does not locate specific societies within the discipline's socio-political typology and/or does not analyze societal continuities and changes; fails to recognize the parts or aspects of the texts that contribute to understanding the purpose of the text. (Not <i>accurate</i>)
GE Methods/ Interpretation/ Evaluation (GE Goals: 3, 7) + QEP Evaluation	Demonstrates relevant non-contemporary perspective, <i>accurately and precisely</i> rooted in time and place; evaluates the <i>accuracy, relevance, logic, or significance</i> of the text(s) from or concerning the period(s) under study.	Demonstrates relevant non-contemporary perspective, <i>accurately</i> rooted in time and place; evaluates the <i>accuracy and relevance</i> of the text(s) from or concerning the period(s) under study.	Demonstrates some relevant perspective, rooted in time and place, from or concerning the period(s) under study; evaluates the <i>relevance</i> of the text(s). (May not always be <i>accurate</i>)	Does not demonstrate relevant perspective rooted in time and place; does not evaluate the <i>relevance</i> of the text(s). (Not <i>accurate</i>)

GE Synthesis (GE Goals: 2,3,8) + QEP Synthesis	<i>Accurately, deeply, and broadly</i> connects and integrates relevant and <i>significant</i> concepts from text(s) to construct and support explanations, conclusions, or arguments.	<i>Accurately</i> connects and integrates relevant and <i>significant</i> concepts from text(s) to construct and support explanations, conclusions, or arguments.	<i>Accurately</i> connects and integrates some relevant and <i>significant</i> concepts from text(s) to construct and support explanations, conclusions, or arguments.	Fails to or inaccurately connects and integrates relevant and <i>significant</i> concepts from text(s) to construct and support explanations, conclusions, or arguments.
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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?