

General Education Integrated COURSE ASSESSMENT RUBRIC
Element 6: Diversity of Perspectives & Experiences (Revised Fall 2018)

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</i>
Perspectives <i>GE Goal: 9</i> <i>QEP: Analysis</i>	Demonstrates substantial <i>depth</i> and <i>breadth</i> of awareness of perspectives of other cultures and/or historically marginalized groups through <i>accurate, relevant, and precise</i> analysis of text(s).	Demonstrates some <i>depth</i> and <i>breadth</i> of awareness of perspectives of other cultures and/or historically marginalized groups through <i>accurate and relevant</i> analysis of text(s).	Demonstrates minimal <i>depth</i> and <i>breadth</i> of awareness of perspectives of other cultures and/or historically marginalized groups through limited or partially accurate analysis of <i>relevant</i> text(s).	Demonstrates little or no awareness of perspectives of other cultures and/or historically marginalized groups through inadequate analysis of assigned text(s).
Methods <i>GE Goals: 2, 7</i> <i>Removed fall 2015</i>	Gathers, interprets, and/or analyzes the most significant relevant information to develop cultural and/or linguistic competence	Gathers, interprets, and/or analyzes relevant information to develop cultural and/or linguistic competence. Information may not be the most significant	Gathers, interprets, and/or analyzes some relevant information to develop cultural and/or linguistic competence.	Does not gather, interpret, and/or analyze relevant information
Integration <i>GE Goals: 2, 8</i> <i>QEP: Synthesis</i>	<i>Fairly, deeply, and broadly integrates relevant and accurate information, appropriate perspectives, and significant concepts from assigned text(s) in a cohesive and/or creative manner.</i>	<i>Fairly</i> integrates most relevant and accurate information, appropriate perspectives, and significant concepts from assigned text(s).	Integrates some <i>relevant</i> information, appropriate perspectives, and significant concepts from assigned text(s) with limited <i>fairness, logic, and/or accuracy.</i>	Fails to integrate, or integrates inaccurately, <i>relevant</i> information, appropriate perspectives, and significant concepts from assigned text(s).
Clarity of Expression <i>GE Goals: 1</i>	Expresses ideas that are almost always <i>clearly</i> formulated and grammatically and stylistically <i>precise</i>	Expresses ideas that are usually <i>clearly</i> formulated and grammatically and stylistically competent	Expresses ideas that are sometimes <i>clearly</i> formulated and grammatically and stylistically competent; errors do not seriously interfere with understanding	Expresses ideas that are not <i>clearly</i> formulated and grammar/style often interfere with understanding
Comprehension <i>GE Goals: 2, 9</i> <i>QEP: Comprehension</i>	<i>Fairly and accurately</i> describes with <i>clarity</i> and <i>precision</i> the socio-cultural perspectives of historically marginalized groups or non-US cultures as articulated in specific primary and secondary sources.	<i>Fairly and accurately</i> describes the socio-cultural perspectives of historically marginalized groups or non-US cultures as articulated in specific primary and secondary sources.	Describes the socio-cultural perspectives of historically marginalized groups or non-US cultures as articulated in specific primary and secondary sources with limited fairness and/or accuracy.	Either does not describe, or describes inaccurately, the socio-cultural perspectives of historically marginalized groups or non-US cultures as articulated in specific primary and secondary sources.

<p>Significance <i>GE Goals: 8, 9</i> <i>QEP: Evaluation</i></p>	<p><i>Clearly</i> demonstrates awareness of the complexities of living in a multilingual and/or pluralistic society with substantial <i>depth</i> and <i>breadth</i> through the use of <i>accurate</i> and <i>relevant</i> methods, models, or perspectives.</p>	<p>Demonstrates awareness of the complexities of living in a multilingual and/or pluralistic society with some <i>depth</i> and <i>breadth</i> through the use of <i>accurate</i> and <i>relevant</i> methods, models, or perspectives.</p>	<p>Demonstrates basic awareness of the complexities of living in a multilingual and/or pluralistic society with limited <i>depth</i> and <i>breadth</i> through the use of <i>relevant</i> methods, models, or perspectives (not always <i>accurate</i>).</p>	<p>Demonstrates little or no awareness of the complexities of living in a multilingual and/or pluralistic society and fails to use <i>relevant</i> methods, models, or perspectives (not <i>accurate</i>).</p>
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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?