

**REVISED: General Education Scoring Guide for Written Communication
COURSE ASSESSMENT RUBRIC**

CRITERIA	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>Does Not Meet Expectations</i>
Comprehension <i>(GE Goal 2, 8)</i> <i>(QEP Comprehension)</i>	Demonstrates <i>accurate, clear, and precise</i> comprehension of <i>significant</i> concepts in the text(s).	Demonstrates <i>accurate</i> comprehension of <i>significant</i> concepts in the text(s).	Demonstrates limited or inexact comprehension of <i>significant</i> concepts in the text(s). (Not always <i>accurate</i>).	Fails to demonstrate comprehension of <i>significant</i> concepts in the text(s). (Not <i>accurate</i>).
Information Literacy: Analysis <i>(GE Goal 1)</i> <i>(QEP Analysis)</i>	Provides <i>accurate, relevant, and precise</i> analysis by recognizing the parts or aspects of the text that contribute to understanding the purpose of the text(s).	Provides <i>accurate and relevant</i> analysis by recognizing the parts or aspects of the text that contribute to understanding the purpose of the text(s).	Provides limited <i>relevant</i> analysis by recognizing the parts or aspects of the text that contribute to understanding the purpose of the text(s). (Not always <i>accurate</i>).	Fails to provide relevant analysis by recognizing the parts or aspects of the text that contribute to understanding the purpose of the text.
Information Literacy: Synthesis <i>(GE Goal 1, 2, 8)</i> <i>(QEP Synthesis)</i>	<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. May attempt to develop argument through vague generalizations.	Fails to or inaccurately connects and integrates relevant and <i>significant</i> concepts from text(s) to construct and support explanations, conclusions, or arguments.
Evaluation <i>(GE Goal 1,2)</i> <i>(QEP Evaluation)</i>	Demonstrates the use of methods, models, or perspectives to evaluate the <i>accuracy, relevance, logic, or significance</i> of the text(s).	Demonstrates the use of methods, models, or perspectives to evaluate the <i>accuracy and relevance</i> of the text(s).	Demonstrates limited success in the use of methods, models, or perspectives to evaluate the <i>relevance</i> of the text(s). (Not always <i>accurate</i>)	Fails to demonstrate the use of methods, models, and/or perspectives to evaluate the <i>relevance</i> of the text(s). (Not <i>accurate</i>)
Coherence <i>(GE Goal 1)</i>	Organization is <i>clearly and logically</i> developed around a significant topic, claims, and supporting evidence.Presents seamless transitions between paragraphs.	Organization is developed around a thesis, claims, and supporting evidence. Presents effective transitions between paragraphs.	Defines a topic leading to a thesis, although it may not be <i>clearly</i> stated or maintain consistent focus. Transitions between paragraphs are inconsistent or awkward.	Organization is ineffective. No attention paid to transitions.
Rhetorical Awareness/ Style <i>(GE Goal 1,2)</i>	Presents writing that is sophisticated and engages reader with a distinctive voice. Demonstrates sophisticated recognition of rhetorical situation and audience.	Presents writing that is <i>clear, accurate, and precise</i> most of the time. Develops voice through paragraphing, sentence structure, variation, rhythm, phrasing, and word choice. Demonstrates recognition of rhetorical situation and audience.	Presents writing that is <i>clear and accurate</i> some of the time. May have some awkward sentences. Attempts to develop voice. Treats rhetorical situation and/or audience inconsistently.	Fails to reach developing level.
Surface Features <i>(GE Goal 1)</i>	Uses nearly error free and <i>accurate</i> punctuation, grammar, capitalization, <i>relevant</i> citation format, etc.	Uses <i>accurate</i> punctuation, grammar, capitalization, <i>relevant</i> citation format, etc. with minor or minimal errors that do not interfere with <i>clarity</i> .	Presents major and/or frequent errors in use of punctuation, grammar, capitalization, <i>relevant</i> citation format, etc. Errors sometimes interfere with <i>clarity</i> .	Fails to reach developing level.

EKU General Education Oral Communication Rubric

Integrated with QEP Fall 2018

	4- Accomplished	3- Competent	2- Developing	1- Beginning
Structure GE Objective 1	<i>Clearly</i> and strategically organized introduction, main points, and conclusion; unfolds <i>logically</i> . Skillful use of transitions.	<i>Clearly</i> organized introduction, main points, and conclusion; unfolds <i>logically</i> . Skillful use of transitions.	Somewhat organized introduction, main points, and conclusion; unfolds somewhat <i>logically</i> but listener(s) must put effort into following speaker. Some use of transitions.	Overall disorganization. Difficult to follow <i>logic</i> . Poor or no use of transitions.
Content GE Objectives 1, 3 QEP Comprehension & Synthesis	Demonstrates <i>accurate, clear, and precise</i> comprehension of <i>significant</i> concepts in the text(s) through the integration of <i>relevant, accurate,</i> and recent information/research with <i>significant</i> breadth, depth, and creativity. Displays sensitivity when discussing ethical issues with perceptivity and insight. <i>Clearly</i> and <i>accurately</i> cites sources throughout the presentation.	Demonstrates accurate of <i>significant</i> concepts in the text(s) through the integration of <i>relevant, mostly accurate,</i> and recent information/research with sufficient <i>breadth</i> and <i>depth</i> . Displays sensitivity when discussing ethical issues. <i>Clearly</i> and <i>accurately</i> cites sources in some portions of the presentation.	Demonstrates limited or inexact comprehension of <i>significant</i> concepts in the text(s). Integrates some information/research but may at times be <i>irrelevant, inaccurate,</i> or outdated. Displays some sensitivity when discussing ethical issues. Cites sources in some portions of the presentation.	Fails to demonstrate comprehension of <i>significant</i> concepts in the text(s). Does not integrate information/research. Displays little or no sensitivity when discussing ethical issues. No sources cited.
Context GE Objectives 1, 3	Exceeds expectation of the presentation goals (informative, persuasive, ceremonial, etc.). Offers novel approach to the goals of the presentation. Adheres to proper time limits. Message suitable to occasion.	Meets expectation of the presentation goals (informative, persuasive, ceremonial, etc.) Adheres to proper time limits. Message suitable to occasion.	Marginally meets expectation of the presentation goals (informative, persuasive, ceremonial, etc.) Problems adhering to proper time limits. Message suitable to occasion.	Fails to meet expectation of the presentation goals. Does not adhere to time limits. Message not suitable to occasion.

	4- Accomplished	3- Competent	2- Developing	1- Beginning
Audience Awareness GE Objective 3	Masterfully makes content (language, examples, narratives, data, statistics, etc.) <i>relevant</i> to the audience. Develops strong rapport with audience.	Makes content (language, examples, narratives, data, statistics, etc.) <i>relevant</i> to the audience. Develops rapport with audience.	Occasionally makes content (language, examples, narratives, data, statistics, etc.) <i>relevant</i> to the audience. Develops some rapport with audience.	Fails to make content <i>relevant</i> to audience. Develop little or no rapport with audience.
Oral Delivery GE Objective 2	Language is not only free of serious errors in grammar, pronunciation, articulation, and word usage, but language use is vivid, unusually interesting, and thought provoking.	Language is free of serious errors in grammar, pronunciation, articulation, and word usage.	Language may contain some errors in grammar, pronunciation, articulation, and word usage.	Language contains several serious errors in grammar, pronunciation, articulation, and word usage.
Nonverbal Delivery tone, volume, pitch, gestures, rate, posture, eye contact, facial expression, vocal variety, fluency, vocalized pauses (ums, ahs, like, you know, etc.) GE Objective 2	Exceptional use of nonverbal cues to emphasize, highlight and enhance language. Absence of vocalized pauses. Nonverbal cues do not distract listeners from the presentation. Speaker appears natural, sincere, confident, and energetic. Speaker does not read speech.	Nonverbal cues are appropriately used to support the language. Few vocalized pauses. Nonverbal cues do not distract listeners from the presentation. Speaker appears natural, sincere, confident, and energetic. Speaker does not read speech.	Nonverbal cues are used to support the language, but are sometimes incongruent or distracting.	Nonverbal cues do not support the language and are distracting.
Presentation Aids GE Objective 1	Presentation aids vividly and memorably enhance, reinforce, illustrate, and support presentation but do not substitute for the speech. Aids are well-designed, <i>clear</i> , and skillfully incorporated. Speaker does not read from the presentation aid.	Presentation aids enhance, reinforce, illustrate, and support presentation but do not substitute for the speech. Aids are well-designed, <i>clear</i> , and skillfully incorporated. Speaker does not read from the presentation aid.	Presentation aids somewhat support presentation. Speaker sometimes reads from presentation aid.	Presentation aids fail to support presentation or are poorly designed or implemented. Aids distract from presentation. Speaker reads from presentation aid.

*Revision: Evaluation language aligned with Elder & Paul (2007) intellectual standards. Intellectual standards are italicized in table, and defined on page 3.

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?
- 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?

General Education COURSE ASSESSMENT RUBRIC
Element 2: Quantitative Reasoning (Reviewed and Integrated 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 Expectations</i>
GE Comprehension (GE Goal 2) + QEP Comprehension	N/A	<i>Adequately</i> comprehends the major mathematical and/or logical concepts of the word problem(s)	<i>Incompletely</i> comprehends the major mathematical and/or logical concepts of the word problem(s)	<i>Inadequately</i> comprehends the major mathematical and/or logical concepts of the word problem(s)
GE Terminology & Notation (GE Goal 2)	Uses terminology and notation <i>accurately</i> and appropriately in all instances	Uses terminology and notation <i>accurately</i> and appropriately in most instances	Uses terminology and notation <i>accurately</i> and appropriately in some instances	Often <i>inaccurately</i> uses, or fails to use, terminology and notation
GE Methods & Analysis (GE Goals 2 & 7) + QEP Analysis	Executes a creative or <i>sophisticated</i> method for solving and analyzing a word problem	Executes an <i>appropriate</i> method for solving and analyzing each word problem	Sometimes selects an <i>inappropriate</i> or inefficient method for solving and analyzing a word problem	Often selects an <i>inappropriate</i> or inefficient method for solving and analyzing a word problem
GE Mathematical/Logical Operations (GE Goal 2)	Uses mathematical/logical operations <i>accurately</i> and appropriately in all instances	Uses mathematical/logical operations <i>accurately</i> and appropriately in most instances	Uses mathematical/logical operations <i>accurately</i> and appropriately in some instances	Often <i>inaccurately</i> uses, or fails to use, mathematical/logical operations
GE Interpretation/Evaluation (GE Goals 2 & 7) + QEP Evaluation	<i>Clearly and precisely</i> articulates an <i>accurate</i> and sophisticated interpretation of the results, and/or makes sophisticated inferences in the context of the word problem(s)	Interprets results and makes <i>accurate</i> and appropriate inferences in the context of the word problem(s)	<i>Incompletely</i> interprets results and/or makes some incomplete or <i>inaccurate</i> inferences in the context of the word problem(s)	Fails to interpret results and/or makes <i>inaccurate</i> inferences in the context of the word problem(s)
GE Integration/Synthesis (GE Goals 2 & 8) + QEP Synthesis	<i>Accurately and precisely</i> integrates <i>relevant</i> information, meaningful concepts, and important principles from pertinent text(s)	<i>Accurately</i> integrates most <i>relevant</i> information, meaningful concepts, and important principles from pertinent text(s)	<i>Accurately</i> integrates some <i>relevant</i> information, meaningful concepts, and important principles from pertinent text(s)	<i>Inaccurately</i> integrates, or fails to integrate, <i>relevant</i> information, meaningful concepts, and important principles from pertinent text(s)

General Education COURSE ASSESSMENT RUBRIC
EKU Element 3A (Arts) + QEP Critical Reading

CRITERIA	Accomplished (Exceeds Course Expectations)	Competent (Meets Course Expectations)	Developing (Incomplete in Meeting Course Expectations)	Beginning (Does not Meet Course Expectations)
GE Comprehension (GE Goal 6) + QEP Comprehension	Demonstrates <i>accurate, clear, and precise</i> comprehension of <i>significant</i> artistic concepts in relevant works.	Demonstrates <i>accurate</i> comprehension of <i>significant</i> artistic concepts in relevant works.	Demonstrates limited/ or inexact comprehension of <i>significant</i> artistic concepts in relevant works.(Not always <i>accurate</i>)	Fails to demonstrate comprehension of <i>significant</i> artistic concepts in relevant works.(Not <i>accurate</i>)
GE Analysis (GE Goals 2, 6, 7) + QEP Analysis	Provides <i>accurate, relevant, and precise</i> analysis of artistic techniques, stylistic features, techniques or methods employed in the work(s).	Provides <i>accurate and relevant</i> analysis of artistic techniques, stylistic features, techniques or methods employed in the work(s).	Provides limited relevant analysis of artistic techniques, stylistic features, techniques or methods employed in the work(s).	Fails to provide <i>relevant</i> analysis of artistic techniques, stylistic features, techniques or methods employed in the work(s).
GE Theoretical Application (Evaluation) (GE Goals 2, 6, 7) +	<i>Accurately, deeply, and creatively</i> connects and integrates relevant and significant concepts for the purpose of evaluating work(s), addressing	<i>Accurately and deeply</i> connects and integrates relevant and significant concepts for the purpose of evaluating work(s), addressing issues, solving	Offers limited connection and integration of relevant and significant concepts for the purpose of evaluating work(s),	Fails to connect and integrate relevant and significant concepts for the purpose of evaluating work(s), addressing issues, solving problems,

QEP Evaluation	issues, solving problems, or supporting arguments.	problems,	addressing issues, solving problems,	
GE Integration Across Course (Synthesis) (GE Goals 2, 8) + QEP Synthesis	<i>Accurately, deeply, and broadly</i> integrates relevant and significant artistic concepts to construct and support explanations and artistic judgment.	<i>Accurately and broadly</i> integrates relevant and significant artistic concepts to construct and support explanations and artistic judgment.	Offers limited integration of relevant and significant artistic concepts to construct and support explanations and artistic judgment.	Fails to integrate relevant and significant artistic concepts to construct and support explanations and artistic judgment.
GE 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 compelling. 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.

Notes: The term “works” is used synonymously with “text of all modes” with the intention of recognizing that “text” might range from written material through musical recording, cinema, theatre production, work of Art, etc.

The term “logical manner” in synthesis/Integration Across Course is replaced by “artistic judgement” to reflect a broad understanding of logic as used in the Arts.

In creating the revised 3-A rubric, the group intends to merge the following concepts from the 2015 Gen ed element 3A rubric with the QEP Critical Reading Rubric:

3-A Criteria “Comprehension” merges with Critical reading competency “Comprehension”

3-A Criteria “Clarity of Expression” remains independent

3-A Criteria “ Formal/Structural Analysis” merges with Critical Reading rubric competency “Analysis”

3-A Criteria “Theoretical Application” merges with Critical Reading rubric competency “ Evaluation”

3-A Criteria “Integration Across Course” merges with Critical Reading rubric competency “Synthesis”

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>
Comprehension <i>(GE Goal 6)</i>	Demonstrates <i>accurate, clear,</i> and <i>precise</i> comprehension of <i>significant</i> concepts, methods, theories, models, and/or perspectives in the text(s).	Demonstrates <i>accurate</i> comprehension of <i>significant</i> concepts, methods, theories, models, and/or perspectives in the text(s).	Demonstrates limited or inexact comprehension of <i>significant</i> concepts, methods, theories, models, and/or perspectives in the text(s). (Not always <i>accurate</i>)	Fails to demonstrate comprehension of <i>significant</i> concepts, methods, theories, models, and/or perspectives in the text(s). (Not <i>accurate</i>)
Clarity of Expression <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.
Analysis <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. Recognizes the parts or aspects of the text that contribute to understanding the works or movements. 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. Recognizes the parts or aspects of the text that contribute to understanding the works or movements. 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> . Provides limited relevant analysis recognizing the parts or aspects of the text that contribute to understanding the works or movements. 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. Fails to provide relevant analysis by recognizing the parts or aspects of the text that contribute to understanding the works or movements. Shows no awareness of how these contexts influence the work(s) or movement(s).
Theoretical Application <i>(GE Goal 2,6,7)</i>	<i>Accurately, precisely,</i> and creatively demonstrates the use of relevant methods, models, and/or perspectives for the purpose of evaluating work(s), addressing significant issues, or solving important problems.	<i>Accurately</i> demonstrates the use of relevant methods, models, and/or perspectives for the purpose of evaluating work(s), addressing significant issues, or solving important 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 significant issues, or solving important 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)	<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.
Integration Across Course (GE Goal 2, 8)	Accurately, deeply and broadly connects and integrates relevant knowledge and significant concepts and principles from texts in a <i>logical</i> manner.	Accurately connects and integrates <i>relevant</i> knowledge and <i>significant</i> concepts and principles from texts in a <i>logical</i> manner.	Accurately connects and integrates some <i>relevant</i> knowledge and <i>significant</i> concepts and principles from texts in a <i>logical</i> manner.	Fails to connect and integrate or <i>inaccurately connects and</i> integrates <i>relevant</i> knowledge and/or <i>significant</i> concepts and principles from texts .

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.

EKU Critical Reading Rubric
Linked to General Education Element 4
Natural Science

COMPETENCIES	<p style="text-align: center;">Accomplished</p> <p style="text-align: center;">(Exceeds Course Expectations)</p>	<p style="text-align: center;">Competent</p> <p style="text-align: center;">(Meets Course Expectations)</p>	<p style="text-align: center;">Developing</p> <p style="text-align: center;">(Incomplete in Meeting Course Expectations)</p>	<p style="text-align: center;">Beginning</p> <p style="text-align: center;">(Does Not Meet Course Expectations)</p>
<p>Comprehension</p> <p>Linked to Methods (GE Goal 7) and Major Concepts (GE Goal 5)</p>	<p>Demonstrates <i>accurate, clear, and precise</i> comprehension of <i>significant</i> <u>methods and</u> concepts in <u>scientific</u> text(s), <u>figures, diagrams, schematics, maps, equations, and other visual and symbolic forms of scientific information.</u></p> <p>Objective assessment criterion: Not applicable.</p>	<p>Demonstrates <i>accurate</i> comprehension of <i>significant</i> <u>methods and</u> concepts in <u>scientific</u> text(s), <u>figures, diagrams, schematics, maps, equations, and other visual and symbolic forms of scientific information.</u></p> <p>Objective assessment criterion: Correctly answers 75% or more of the factual question about the text or materials</p>	<p>Demonstrates limited or inexact comprehension of <i>significant</i> <u>methods and</u> concepts in <u>scientific</u> text(s), <u>figures, diagrams, schematics, maps, equations, and other visual and symbolic forms of scientific information.</u> (Not always <i>accurate</i>)</p> <p>Objective assessment criterion: Correctly answers 50-74% or more of the factual question about the text or materials.</p>	<p>Fails to demonstrate comprehension of <i>significant</i> <u>methods and</u> concepts in <u>scientific</u> text(s), <u>figures, diagrams, schematics, maps, equations, and other visual and symbolic forms of scientific information.</u> (Not <i>accurate</i>)</p> <p>Objective assessment criterion: Correctly answers 49% or less of the factual question about the text or materials.</p>
<p>Analysis</p> <p>Linked to Application (GE Goal 2, 5, 8)</p>	<p>Provides <i>accurate, relevant, and precise</i> analysis by recognizing the parts or aspects of the <u>scientific</u> text(s), <u>figures, diagrams, schematics, maps, equations, and other visual and symbolic forms of scientific information</u> that contribute to understanding the <u>application</u> of the <u>scientific knowledge.</u></p>	<p>Provides <i>accurate and relevant</i> analysis by recognizing the parts or aspects of the <u>scientific</u> text(s), <u>figures, diagrams, schematics, maps, equations, and other visual and symbolic forms of scientific information</u> that contribute to understanding the <u>application</u> of the <u>scientific knowledge.</u></p>	<p>Provides limited <i>relevant</i> analysis by recognizing the parts or aspects of the <u>scientific</u> text(s), <u>figures, diagrams, schematics, maps, equations, and other visual and symbolic forms of scientific information</u> that contribute to understanding the <u>application</u> of the <u>scientific knowledge.</u> (Not always <i>accurate</i>)</p>	<p>Fails to provide relevant analysis by recognizing the parts or aspects of the <u>scientific</u> text(s), <u>figures, diagrams, schematics, maps, equations, and other visual and symbolic forms of scientific information</u> that contribute to understanding the <u>application</u> of the <u>scientific knowledge.</u> (Not <i>accurate</i>)</p>

COMPETENCIES	Accomplished (Exceeds Course Expectations)	Competent (Meets Course Expectations)	Developing (Incomplete in Meeting Course Expectations)	Beginning (Does Not Meet Course Expectations)
Synthesis Linked to Integration (GE Goal 2, 5, 8)	<i>Accurately, deeply, and broadly</i> connects and integrates relevant and <i>significant</i> concepts from <u>scientific text(s), figures, diagrams, schematics, maps, equations, and other visual and symbolic forms of scientific information</u> to construct and support explanations, conclusions, or arguments.	<i>Accurately</i> connects and integrates relevant and <i>significant</i> concepts from <u>scientific text(s), figures, diagrams, schematics, maps, equations, and other visual and symbolic forms of scientific information</u> to construct and support explanations, conclusions, or arguments.	<i>Accurately</i> connects and integrates some relevant and <i>significant</i> concepts from <u>scientific text(s), figures, diagrams, schematics, maps, equations, and other visual and symbolic forms of scientific information</u> to construct and support explanations, conclusions, or arguments.	Fails to or inaccurately connects and integrates relevant and <i>significant</i> concepts from <u>scientific text(s), figures, diagrams, schematics, maps, equations, and other visual and symbolic forms of scientific information</u> to construct and support explanations, conclusions, or arguments.
Evaluation Linked to Methods (GE Goal 7)	Demonstrates the use of <u>scientific</u> methods, models, or perspectives to evaluate the <u>accuracy or quality of a scientific claim in</u> the text(s).	Demonstrates the use of <u>scientific</u> methods, models, or perspectives to evaluate the <u>accuracy or quality of a scientific claim in</u> the text(s).	Demonstrates limited success in the use of <u>scientific</u> methods, models, or perspectives to evaluate the <u>accuracy or quality of a scientific claim in</u> the text(s). (Not always <i>accurate</i>)	Fails to demonstrate the use of <u>scientific</u> methods, models, or perspectives to evaluate the <u>accuracy or quality of a scientific claim in</u> the text(s). (Not <i>accurate</i>)

Note. Italicized words are Intellectual Standards (Paul & Elder)

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?

General Education COURSE ASSESSMENT RUBRIC
Element 5B: Social & Behavioral Sciences
(Integrated with QEP 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 Expectations</i>
Comprehension <i>GE Goal: 4</i> <i>QEP: Comprehension</i>	Demonstrates <i>accurate, clear, and precise</i> comprehension of important concepts in the text(s). Objective assessment criterion: Not applicable.	Demonstrates <i>accurate</i> comprehension of important concepts in the text(s). Objective assessment criterion: Correctly answers 75% or more of the factual questions about the text or materials.	Demonstrates limited or inexact comprehension of important concepts in the text(s). (Not always accurate) Objective assessment criterion: Correctly answers 50-74% or more of the factual questions about the text or materials.	Fails to demonstrate comprehension of important concepts in the text(s). (Not accurate) Objective assessment criterion: Correctly answers 49% or less of the factual questions about the text or materials.
Application and/or Analysis <i>GE Goals: 2, 4</i> <i>QEP: Analysis</i>	<ul style="list-style-type: none"> • <i>Accurately and precisely</i> uses <i>relevant</i> concepts/theories from the text(s) insightfully in different contexts and/or in novel/creative manner • <i>Logically, accurately, and precisely</i> separates material into <i>significant</i> parts. 	<ul style="list-style-type: none"> • <i>Accurately</i> uses <i>relevant</i> concepts/theories from the text(s) in different contexts. • <i>Logically and accurately</i> separates material into <i>significant</i> parts 	<ul style="list-style-type: none"> • <i>Accurately</i> uses some <i>relevant</i> concepts/theories from the text(s) in different contexts, but in an incomplete or superficial manner • Separates some material into parts 	<ul style="list-style-type: none"> • Does not use <i>relevant</i> concepts/theories from the text(s) in different contexts • <i>Inadequately and/or inaccurately</i> separates material into parts
Methods <i>GE Goal: 7</i> <i>QEP: Evaluation</i>	Demonstrates <i>accurate and precise</i> understanding of methods used in the discipline to evaluate the accuracy, relevance, logic, or significance of the text(s).	Demonstrates <i>accurate</i> understanding of methods used in the discipline to evaluate the accuracy, relevance, logic, or significance of the text(s).	Demonstrates some <i>accuracy</i> in understanding of methods used in the discipline to evaluate the accuracy, relevance, logic, or significance of the text(s).	Fails to demonstrate understanding of methods used in the discipline to evaluate the accuracy, relevance, logic, or significance of the text(s).

Integration <i>GE Goals: 2,4,8</i> <i>QEP: Synthesis</i>	<i>Fairly, logically, and accurately integrates relevant information from text(s) in a cohesive and/or creative manner.</i>	<i>Fairly, logically, and accurately integrates most relevant information from text(s).</i>	Integrates some <i>relevant</i> information from text(s) with limited <i>fairness, logic, and/or accuracy.</i>	Fails to integrate <i>relevant</i> information from text(s).
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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 <i>significant relevant</i> information to develop cultural and/or linguistic competence	Gathers, interprets, and/or analyzes <i>relevant</i> information to develop cultural and/or linguistic competence. Information may not be the most <i>significant</i>	Gathers, interprets, and/or analyzes some <i>relevant</i> information to develop cultural and/or linguistic competence.	Does not gather, interpret, and/or analyze <i>relevant</i> 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 <i>understanding</i>
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)

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Are you sympathetically representing the viewpoints of others?