

General Education COURSE ASSESSMENT RUBRIC
Element 6: Diversity of Perspectives & Experiences (Revised Fall 2015)

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>
Perspectives <i>GE Goal: 9</i>	Demonstrates substantial <i>depth and breadth</i> of awareness of perspectives of other cultures and/or historically marginalized groups	Demonstrates some <i>depth and breadth</i> of awareness of perspectives of other cultures and/or historically marginalized groups	Demonstrates minimal <i>depth and breadth</i> of awareness of perspectives of other cultures and/or historically marginalized groups	Demonstrates little or no awareness of perspectives of other cultures and/or historically marginalized groups
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>Fairly, logically, and accurately</i> integrate <i>relevant</i> information, appropriate perspectives, and important principles in a cohesive and/or creative manner	<i>Fairly, logically, and accurately</i> integrates most <i>relevant</i> information, appropriate perspectives, and important principles	Integrates some <i>relevant</i> information, appropriate perspectives, and important principles with limited <i>fairness, logic</i> and/or <i>accuracy</i> .	Does not, or inaccurately, integrates <i>relevant</i> information, appropriate perspectives, and/or important principles
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>Fairly and accurately</i> articulates the cultural, historical, political and/or social struggles of historically marginalized groups or distinctive features of non-US cultures with <i>clarity</i> and <i>precision</i>	<i>Fairly and accurately</i> articulates the cultural, historical, political and/or social struggles of historically marginalized groups or distinctive features of non-US cultures	Articulates the cultural, historical, political and/or social struggles of historically marginalized groups or distinctive features of non-US cultures, with limited <i>fairness</i> and/or <i>accuracy</i>	Does not, or inaccurately/unfairly, articulates the cultural, historical, political and/or social struggles of historically marginalized groups or distinctive features of non-US cultures
Significance <i>GE Goals: 8, 9</i>	<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> .	Demonstrates some <i>depth</i> and <i>breadth</i> of awareness of the complexities of living in a multilingual and/or pluralistic society.	Demonstrates basic awareness of the complexities of living in a multilingual and/or pluralistic society, with limited <i>depth</i> and <i>breadth</i>	Demonstrates little or no awareness of the complexities of living in a multilingual and/or pluralistic society

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?