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Preface

The General Education rubrics have gone through several revisions. This latest version of the rubrics was developed based on several principles that should be understood before using them. First, the language of the rubrics does not contain specific subject areas and should be broadly applied across each of the General Education subject areas. Second, the rubrics are intended to allow students to be broadly defined in three categories. Unsatisfactory emphasizes that a student is not performing at an acceptable level as defined by the instructor who is grading the assignments. Satisfactory emphasizes that a student is performing at an acceptable level but that performance may have some errors or omissions. We expect the majority of the students to be in these two categories: Satisfactory or Unsatisfactory, and that instructors can make the key distinction between acceptable and unacceptable performance. Outstanding is expected of only a few of the students and emphasizes that some students are more thorough, comprehensive in completing their assignments and make very limited errors or omissions. These rubrics provide clear guidance scoring students who have completed assignments for the General Education Student Learning Outcomes. Within the context of an instructor's class, these rubrics should provide clear guidelines but with the instructor having the flexibility to maintain how to define terms such as acceptable or comprehensive locally for their assignments and students.

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Communication Rubric

	OUTSTANDING	*SATISFACTORY (TARGET)*	*UNSATISFACTORY*
Context	Comprehensively demonstrates knowledge of content audience, and purpose	Demonstrates knowledge of content, audience and purpose at an acceptable level that is not seriously impeded by omissions or errors	Demonstrates knowledge of content, audience, and purpose at an unacceptable level
Organization	Organizational structure is logical and sequential, aided by careful attention to coherence and sophisticated use of transitions; uses language that skillfully communicates meaning with clarity and fluency, and is error free	Organizational structure is understood, aided by attention to coherence and use of transitions; uses language that communicates meaning and fluency at an acceptable level that is not seriously impeded by omissions or errors	Organizational structure is not recognizable or uses language that impedes meaning.

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Content Rubric

	OUTSTANDING	*SATISFACTORY (TARGET)*	*UNSATISFACTORY*
Concepts/Principles	Interprets and applies concepts and principles clearly and comprehensively	Interprets and applies concepts and principles at an acceptable level that is not seriously impeded by omissions or errors	Interprets and applies concepts and principles at an unacceptable level
Terminology	Demonstrates thorough knowledge and use of terminology	Demonstrates knowledge and use of terminology at an acceptable level that is not seriously impeded by omissions or errors	Demonstrates knowledge and use of terminology at an unacceptable level
Methodologies	Demonstrates thorough knowledge of application of methods used	Demonstrates knowledge and use of terminology at an acceptable level that is not seriously impeded by omissions or errors	Demonstrates knowledge of methods used at an unacceptable level

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Critical Thinking Rubric

	OUTSTANDING	*SATISFACTORY (TARGET)*	*UNSATISFACTORY*
Explanation of Issues	Comprehensively identifies and summarizes main issues, explaining why they constitute problems or how they create questions: identifies embedded or implicit issues, addressing their relationship to each other	Identifies and summarizes the main issues, and explains why they constitute problems or create questions at an acceptable level that is not seriously impeded by omissions or errors	Identifies, summarizes and explains the main problem or questions at an unacceptable level. Represents the issues inaccurately or inadequately
Evidence/Analysis	Uses high quality, credible, relevant sources to thoroughly and rigorously investigate the subject; logically analyzes alternate points of view, revealing important differences or similarities within the topic	Uses credible, relevant sources to question and analyze alternate points of view, revealing some differences or similarities within the topic at an acceptable level that is not seriously impeded by omissions or errors	Uses insufficient or irrelevant sources or evidence to support ideas; formulates and expresses a point of view that does not consider the evidence and data when forming judgments
Conclusion	Comprehensively discusses implications and conclusions considering all relevant data and evidence. A clear and precise point of view and appropriate conclusion are formulated and presented	Discusses implications and conclusions, considering relevant data and evidence at an acceptable level that is not seriously impeded by omissions or errors. A credible point of view or conclusion is presented	Formulates and expresses a point of view that does not consider the evidence and data when forming judgments