

Rubrics for Assessing General Education

Critical and Creative Thinking Rubric:

- Critical Thinking is characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
- Creative Thinking reflects the capacity to combine existing ideas, images, or expertise in original ways; and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation and risk taking.

Student...	3 Highly-Developed Stage	2 Developed Stage	1 Emerging Stage	0 Non-Existent
Formulates a Significant Question, Problem or Issue	The question, problem or issue to be considered critically, in addition to being answerable or addressable, and in the scope of the assignment, is interesting, significant and complex.	The question, problem or issue to be considered critically is answerable or addressable, is appropriate for the scope of the assignment, and is one which is interesting but has limited significance or complexity.	The question, problem or issue to be considered critically is answerable or addressable, but is inappropriate for the scope of the assignment, or is relatively basic, uninteresting or insignificant.	The question, problem or issue to be considered critically is absent, a truism, or unanswerable.
Demonstrates Understanding of the Problem, Question or Issue	Issue/problem to be considered critically is stated clearly and described thoroughly, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Considers Underlying Assumptions	Assumptions of self or others are considered thoroughly.	Assumptions of self or others are subject to questioning.	Assumptions of self or others are identified, but with little or no questioning.	Assumptions of self or others are not considered.
Articulates Own Perspective, Hypothesis or Position	Position presented is clear and sophisticated, addressing the complexity of the issue.	Position is clear and adequate but lacks complexity.	Position is simplistic, unclear, obvious or just repeats another's position.	Perspective, hypothesis or position is missing.
Provides Reasons for Position	Reasons provided are logical, relevant and thorough.	Reasons provided are logical and relevant, but not thorough.	Reasons are provided but only occasionally, or are not logical or sufficiently relevant.	No reasons are provided.
Selects and Then Analyzes Evidence for Reasoning	Evidence selected is relevant and analyzed.	Evidence selected is relevant and subjected to some basic analysis.	Evidence is selected but only occasionally, or is either not relevant or not analyzed.	No evidence is selected or analyzed.

Student...	3 Highly-Developed Stage	2 Developed Stage	1 Emerging Stage	0 Non-Existent
Considers Alternate, Potentially Divergent or Contradictory Perspectives	Alternative perspectives or counterarguments thoroughly considered, and this consideration is reflected in the development of the student's own perspective.	Uses awareness of alternative perspectives or counterarguments to develop student's own perspective, but not thoroughly.	Makes minimal use of counterarguments or perspectives alternative to student's own.	No consideration of counterarguments or perspectives alternative to student's own.
Produces Something Original	Transforms or goes beyond existing ideas or solutions by creating something entirely new.	Creates an idea, question, format or product with significant elements which are novel or unique.	Makes a new application of existing ideas, questions, formats or products.	Merely reports or repeats existing ideas, questions, formats or products.

Research Fluency Rubric:

The demonstrated ability to access, understand, evaluate and responsibly use information to address a wide range of goals or problems.

[As defined by the General Education program of Rhode Island College, approved RI Board of Governors for Higher Education, 2012-01-23]

1) Demonstrate ability to access information to satisfy a specific need				
<u>Desired Behavior</u>	<u>Highly Developed</u>	<u>Developed</u>	<u>Emerging</u>	<u>Non-Existent</u>
-	3	2	1	0
A) Define scope of research question, thesis, or information needed	Defines scope more than adequately.	Defines scope adequately.	Scope is defined incompletely (too broad to be answerable; too narrow to research in time available).	Research question, thesis, or information need is undefined.
B) Effectively use tools appropriate for a specific task	Uses discipline- standard and/or subject-specific tools and databases in addition to other library licensed, academic search tools and/or general, publicly accessible search tools, as appropriate to the task.	Uses both general, publicly accessible search tools and library licensed, academic search tools appropriate to the task.	Uses mostly general, publicly accessible search tools such as Google, Bing, or Yahoo; not all appropriate for the task.	Does not use appropriate tools for the task.
C) Identify key concepts for effective search strategy	Identifies a comprehensive set of key concepts that describe all aspects of the research question, resulting in a well-structured, effective search strategy. Finds a wide variety of relevant information of high quality.	Identifies sufficient key concepts to describe the research question resulting in an adequate search strategy. Finds a variety of relevant information sources of good quality in sufficient number to meet information need.	Incompletely identifies limited key concepts. Search terms incomplete or inappropriate to topic or task resulting in elementary search strategy. Some information gathered is relevant. Issues of quality remain.	Does not identify key concepts to describe research question, thesis or information needed. Does not construct effective search strategy so information gathered lacks relevance and quality.

2) Demonstrate understanding of sources used and information found				
<u>Desired Behavior</u>	<u>Highly Developed</u>	<u>Developed</u>	<u>Emerging</u>	<u>Non-Existent</u>

	3	2	1	0
A) Differentiates among tertiary, secondary, and primary materials	Differentiates among and consistently selects tertiary, secondary, and primary sources as dictated by the information need.	Differentiates among tertiary, secondary, and primary sources. Usually uses appropriate type for the information sought.	Inconsistently differentiates tertiary, secondary, and primary sources. Uses a single type of source when other, more appropriate types are available.	Confuses tertiary, secondary, and primary sources
B) Selects material or sources, i.e. books, essays, articles, media, government documents, etc, appropriate to the task, considering appropriateness of popular/general sources vs scholarly/ academic sources.	Selects material appropriate for task of a wide variety of types. Consistently uses physical and/or digital sources as needed for best content.	Selects material of appropriate types, but may only select one or two of many appropriate types. Uses physical and/or digital sources.	Selects material with little regard for the appropriateness of type for the task	Selects materials or sources based on convenience, not appropriateness of source type for the task.

3) Evaluate all information critically, including its sources and authority				
Desired Behavior	<u>Highly Developed</u>	<u>Developed</u>	<u>Emerging</u>	<u>Non-Existent</u>
-	3	2	1	0
A) Evaluate relevant sources to address the research question, topic, or task.	Evaluates relevant sources which effectively answer the research question and which support the topical argument and supply sufficient data to complete the task.	Evaluates relevant sources which answer the research question and which support the topical argument or supply some data to complete the task.	Evaluates some relevant and some irrelevant sources, which do not effectively address the issues involved or supply some data to complete the task.	Evaluates sources that are not relevant. Information does not answer research question, support topical argument, or supply data to complete task.
B) Recognize point of view in or quality of material	Consistently recognizes point of view in or quality of material used.	Usually recognizes point of view in or quality of material used.	Incompletely recognizes point of view in or quality of material used.	Does not recognize point of view in or quality of material used.
C) Respond to point of view in or quality of material	Consistently responds appropriately to point of view in or quality of material used.	Usually responds appropriately to point of view in or quality of material used.	Incompletely responds to point of view in or quality of material used.	Does not respond to point of view in or quality of material sources.

4) Use information responsibly				
Desired Behavior	Highly Developed	Developed	Emerging	Non-Existent
-	3	2	1	0
A) Identify all sources of information and ideas using a consistent citation system	Properly identifies all sources of information and ideas according to a consistent criteria style or system. Creates a fully functional bibliography and/or in-text citation with no noticeable mistakes.	Properly identifies sources of information and ideas using a consistent citation style or system. Creates a fully functional bibliography and/or in-text citations that may have minor mistakes in form or punctuation.	Inconsistently or incompletely identifies sources or ideas and/or creates citations inconsistently or creates a partly functional bibliography with significant mistakes or omissions in content.	Does not identify sources of information and ideas. Fails to use any consistent citation system or create a functional bibliography and/or in-text citations.
B) Distinguish between common knowledge and ideas requiring attribution	Distinguishes between common knowledge and ideas requiring attribution. Effectively incorporates information and ideas of others with own ideas, consistently giving proper attribution.	Distinguishes between common knowledge and ideas requiring attribution. Incorporates some information/ideas from others with own ideas. Whether quoting or paraphrasing, gives credit for most information and ideas used.	Sometimes confuses common knowledge and ideas requiring attribution. Fails to quote or paraphrases poorly; does not always cite when necessary.	Does not distinguish between common knowledge and ideas gleaned from source material.

Written Communication Outcome Rubric:

	3	2	1	0
Purpose for Writing	Demonstrates a superior understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates thorough understanding of context, audience, and purpose with a clear focus on the assigned task(s).	Demonstrates an adequate understanding of context, audience, purpose, and the assigned task(s).	Demonstrates no understanding of context, audience, purpose, or the assigned task(s).
Content Development	Superior use of appropriate, relevant, and compelling content to illustrate mastery of the subject and shape the whole work.	Thorough use of appropriate, relevant, and compelling content to explore ideas and shape the whole work.	Adequate use of appropriate and relevant content to develop and explore ideas in some parts of the work.	Does not use appropriate and relevant content to develop ideas.
Sources and Evidence	Demonstrates superior use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates thorough use of sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an adequate attempt to use sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates unsuccessful attempt(s) to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses language that conveys meaning to readers with clarity. The language has few errors.	Uses language that generally conveys meaning to readers, although writing may include many errors.	Uses language that significantly impedes meaning because of errors in usage.