

GENERAL EDUCATION RUBRIC—SCIE208

DNS = Did Not Submit

	1	2	3	4	5
Communication: Communicate mature, well- considered ideas, arguments, or information in standard academic English.	<p>Uses non-standard English</p> <p>Makes considerable errors in communication (grammar, spelling, punctuation, organization, nonverbal, graphics, and visuals as appropriate) that distract from main message</p> <p>Demonstrates no attention to the context, audience, and purpose of assigned tasks</p> <p>Arguments and information presented are unclear.</p>	<p>Uses basic standard English</p> <p>Uses mostly correct communication (grammar, spelling, punctuation, organization, nonverbal, graphics, and visuals as appropriate) but includes some errors that may distract from main message</p> <p>Utilizes some aspects of the context, audience, and purpose as directed by assigned tasks to communicate rudimentary arguments and information</p>	<p>Uses clear, standard academic English</p> <p>Includes minor errors in communication (grammar, spelling, punctuation, organization, nonverbal, graphics, and visuals as appropriate) that do not distract from main message</p> <p>Utilizes most aspects of the context, audience, and purpose as directed by assigned tasks to communicate arguments and information effectively</p>	<p>Uses clear, standard academic English, with virtually no errors in communication (grammar, spelling, punctuation, organization, nonverbal, graphics, and visuals as appropriate)</p> <p>Independently takes into account the context, audience, and purpose in relation to the assigned tasks to communicate mature and well-considered arguments and information effectively</p>	<p>Uses eloquent, professional language, with no errors in communication (grammar, spelling, punctuation, organization, nonverbal, graphics, and visuals as appropriate)</p> <p>Demonstrates a sophisticated understanding of the context, audience, and purpose of the assigned tasks to communicate mature and well-considered arguments and information effectively and efficiently</p>
Critical Thinking: Synthesize different perspectives or approaches, and consider relevant cultural, ethical or	<p>Draws on a single or limited perspective or approach</p> <p>Conclusions are not always logical and show</p>	<p>Presents multiple perspectives or approaches as directed</p> <p>Conclusions are logical, but are not based on</p>	<p>Integrates multiple perspectives or approaches as directed to draw logical conclusions</p>	<p>Independently analyzes multiple perspectives or approaches</p>	<p>Demonstrates a sophisticated ability to analyze and synthesize multiple perspectives or approaches</p>

<p>other context to arrive at logical conclusions.</p>	<p>limited awareness of multiple perspectives or consideration of ethics, other cultures, or context.</p>	<p>integration of multiple perspectives. Conclusions show some awareness of cultural, ethical, or contextual factors.</p>	<p>Conclusions consider cultural perspectives, relevant ethics, or other context.</p>	<p>Synthesizes relevant viewpoints to draw logical conclusions</p> <p>Conclusions are developed and supported after consideration of diverse cultural, ethical, or contextual factors.</p>	<p>Conclusions are logical and insightful; address conflicting perspectives; and bridge diverse cultural, ethical, or contextual factors.</p>
<p>Quantitative Reasoning: Appropriately utilize quantitative reasoning or evidence to draw conclusions and present solutions for a variety of professional or personal situations.</p>	<p>Presents inaccurate or incomplete solutions or conclusions.</p> <p>Use of quantitative evidence or reasoning is flawed.</p> <p>Unable to communicate quantitative information</p>	<p>Presents solutions or conclusions, which may at times be inaccurate, inappropriate, or incomplete due to errors or omissions in the application of quantitative reasoning or evidence</p> <p>Communicates quantitative information as directed to audience; presentation may be unclear or incomplete</p>	<p>Presents solutions or conclusions that apply the correct quantitative reasoning or evidence as directed but may contain minor errors</p> <p>Communicates quantitative information using relevant data, graphs, or other quantitative tools as directed</p>	<p>Presents solutions or conclusions that are accurate and complete and supported by correct quantitative reasoning or evidence</p> <p>Effectively communicates quantitative information independently, selecting data, graphs, or other quantitative tools to present solutions in a manner appropriate to the context</p>	<p>Presents solutions or conclusions based on accurate, thorough, and insightful quantitative reasoning and evidence</p> <p>Communicates quantitative information in the most appropriate manner for the specific context</p>
<p>Interdisciplinary Application: Integrate concepts, principles, and methods across multiple domains (e.g., humanities, social, behavioral, and natural sciences) as applied to personal and</p>	<p>Applies a single (as opposed to interdisciplinary, multi-domain) perspective to personal or professional situations</p>	<p>Demonstrates basic interdisciplinary understanding by applying concepts, principles, or methods from multiple domains as directed to personal and professional situations; application is accurate but not integrated</p>	<p>Integrates basic concepts, principles, or methods from multiple domains as directed for application to personal and professional situations; application is accurate and complete</p>	<p>Independently integrates interdisciplinary information to apply the most relevant concepts, principles, or methods from multiple domains to personal and professional situations</p>	<p>Provides a sophisticated integration of appropriate concepts, principles, and methods from multiple domains to create insightful applications to personal and professional situations</p>

professional endeavors.					
Information Literacy A: Search for and identify appropriate information sources and content.	Does not seek out information sources or content Alternatively retrieves information that is irrelevant or inappropriate	Seeks out and identifies information sources or content as directed; results are appropriate but may be incomplete	Seeks out and identifies appropriate but limited sources and content as directed	Independently seeks out and identifies comprehensive and relevant sources and content	Independently seeks out and identifies appropriate and extensive sources and content
Information Literacy B: Evaluate the credibility of information sources and content accurately.	Credibility of sources is not considered and references non-credible sources.	Attempts differentiation between credible and non-credible information sources or content with detailed guidance; some errors may be evident	Accurately evaluates information sources and content as directed, resulting in credible information sources and content	Independently evaluates information sources and content accurately, resulting in credible information sources and content	Demonstrates a sophisticated ability to select a variety of credible information sources and content
Information Literacy C: Use valid information sources and content effectively and ethically.	Utilization of information sources and content to develop ideas or support conclusions is inadequate or missing. Demonstrates no awareness of guidelines for ethical use of information sources and content No attempt at attribution or provides inaccurate attribution of sources	Utilizes information sources and content but may be missing key sources or content Information selected may not fully support the conclusions or ideas in the context of the assignment. Demonstrates awareness of the need for ethical use of information sources and content but displays considerable errors or inconsistencies in the	Utilizes appropriate information sources and content as directed to develop ideas or support conclusions effectively in the context of the assignment Demonstrates ethical use of information sources and content but applies attribution guidelines inconsistently or with some errors	Independently utilizes appropriate information sources and content to develop ideas or support conclusions effectively in context of assignment Demonstrates ethical use of information sources and content Displays accurate and complete attribution, with only minor errors in the application of attribution guidelines	Demonstrates sophisticated utilization of selected sources to develop insightful ideas and support conclusions in the context of the assignment Demonstrates ethical integration of a variety of information sources and content Displays accurate and complete attribution of a wide variety of information sources and

		applications of attribution guidelines			content; no errors in application of attribution guidelines
Inquiry & Analysis: Apply a systematic approach to organize and analyze complex topics or issues to gain a better understanding of them or draw conclusions.	<p>Lists evidence, but it is not organized and/or is unrelated to focus</p> <p>Little or incorrect analysis</p> <p>Conclusions are missing or unsupported by the existing evidence.</p>	<p>Organizes evidence, but organization is not effective in revealing important patterns, differences, or similarities</p> <p>Analysis is attempted but only partially addresses the focus.</p> <p>Conclusions have implied connection to evidence and are not explained or justified.</p>	<p>Organizes evidence systematically</p> <p>Analysis is basic but complete and related to focus.</p> <p>Conclusions are clearly connected to the evidence, and basic justification and explanation are provided.</p>	<p>Organizes and analyzes information to reveal important patterns, differences, or similarities related to focus</p> <p>Conclusions are well-reasoned, relevant, and fully justified with evidence presented.</p>	<p>Organizes and analyzes evidence to reveal insightful patterns, differences, or similarities related to focus, as well as the broader perspective</p> <p>Conclusions display deep and sophisticated understanding and/or extend the evidence logically to support a novel perspective.</p>

Some elements and language in this rubric were adapted based on the [American Association of Colleges and Universities \(AAC&U\) Written Communication Rubric Valid Assessment of Undergraduate Education \(VALUE\) Project](#).