CGS Assessment Rubric

Rubric Areas	Level 4: Excellent	Level 3: Competent	Level 2: Developing	Level 1: No mastery
Written, oral, and visual communication	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or communication task (including organization, content, presentation, formatting, and stylistic choices); uses graceful language or visual rhetoric that skillfully communicates meaning with clarity and fluency, and is virtually error free.	Demonstrates consistent use of important conventions particular to a specific discipline and/or communication task; uses straightforward language or visual rhetoric that generally conveys meaning with few errors.	Follows expectations appropriate to a specific discipline and/or communication task for basic organization, content, and presentation; uses language or visual rhetoric that generally conveys meaning, although there may be problems with clarity and frequent errors.	Attempts to use a consistent system for basic organization and presentation; uses language or visual rhetoric that sometimes impedes meaning or clarity. Includes pervasive errors.
Gathering, analyzing, and documenting information	Synthesizes in-depth information from a range of high-quality, credible, relevant sources that are appropriate for the discipline and genre to develop ideas and documents these sources fully using MLA or Chicago style.	Consistently presents in-depth information from credible, relevant sources appropriate to the discipline and genre to support ideas. Documents sources with few errors or exceptions using MLA or Chicago style.	Demonstrates an attempt to use credible and/or relevant sources to support ideas and to document these sources properly using MLA or Chicago style.	Minimally attempts to use sources to support ideas in the writing; these sources may not be correctly documented using an acceptable style manual and/or may not be fully relevant to the task at hand.
Awareness of specific historical, literary, and cultural contexts	Uses appropriate, relevant, and compelling content and sufficient detail to illustrate mastery of the subject, including historical, literary, and cultural contexts.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline(s), but many not yet provide sufficient detail or illustrate mastery of historical, literary, and cultural contexts.	Uses appropriate and relevant content to develop and explore ideas through most of the work; does not display a consistently clear or adequately detailed understanding of historical, literary, and cultural contexts.	May use appropriate and relevant content to develop simple ideas in some parts of the work.
Rhetorical and aesthetic conventions	Demonstrates a thorough understanding of context, audience, purpose. Makes skillful rhetorical choices and shows deep appreciation for literary and aesthetic conventions and their effects.	Demonstrates adequate consideration of context, audience, and purpose. Understands rhetorical effects and shows appreciation for literary and aesthetic conventions and their effects.	Demonstrates some awareness of context, audience, and purpose. Can identify rhetorical strategies and shows some appreciation for literary and aesthetic techniques and conventions.	Demonstrates minimal attention to context, purpose, and audience. May not be aware of rhetorical effects of one's own work or of rhetorical strategies and literary techniques in works analyzed.
Critical Thinking and Perspective taking	Questions are examined from a range of viewpoints, taking into account the complexities of an issue. Conclusions and related outcomes are logical and reflect the student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Specific position takes into account the complexities of an issue and acknowledges other viewpoints. Conclusion is logically tied to a range of information.	Information is presented with some interpretation or evaluation, but not enough to develop a coherent analysis or synthesis. Acknowledges different sides of an issue, but may be more aware of others' assumptions than one's own (or vice versa).	Specific position is stated, but is simplistic and obvious. Conclusion is inconsistently tied to some of the information discussed. Information from sources is presented without interpretation or evaluation.
Integrative and applied learning	Makes insightful connections across disciplines and perspectives. Draws conclusions by combining examples, facts, theories or methodologies from more than one field of study to arrive at a sophisticated interdisciplinary understanding.	Makes connections across disciplines and perspectives by independently combining examples, facts, theories, or methodologies from more than one field of study.	When prompted, connects examples, facts, or theories across disciplines and perspectives. May not show a strong understanding of how methodologies differ across fields of study or could be applied in a new situation.	When prompted, presents examples, facts, or theories representing different disciplines and perspectives. Shows a limited interdisciplinary understanding.

Quantitative and Scientific Reasoning	Thoroughly analyzes qualitative and/or quantitative evidence or applies foundational concepts in scientific and/or quantitative reasoning to support nuanced, carefully-qualified conclusions that reflect a thorough awareness of the provisional nature of scientific and/or quantitative reasoning.	Analyzes qualitative and/or quantitative evidence or applies foundational concepts in scientific and/or quantitative reasoning to support reasonable conclusions that are appropriately-qualified and reflect a competent awareness of the provisional nature of scientific and/or quantitative reasoning	Uses qualitative and/or quantitative evidence or applies foundational concepts in scientific and/or quantitative reasoning to support basic (obvious, oversimplified, or unqualified) conclusions	Uses qualitative and/or quantitative evidence inappropriately or insufficiently. Lacks understanding of foundational concepts in scientific and/or quantitative reasoning.		
Diversity, Civic Engagement, and Global Citizenry (awaiting HUB articulation of this learning outcome)	Tentative Description: Independently analyzes and synthesizes the multiple dimensions of diversity to develop a reasoned perspective about community. Students will demonstrate detailed understanding of how racism and other structural inequities impact the world today, including in the United States, and how activism can create more just and equitable societies. Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problem					.