

# TWU Core Objectives Rubric 2017-2018

Objectives	Criteria	Description	Level 3	Level 2	Level 1
<p>Note that some criteria, related to our Reading &amp; Writing across the Core initiative, apply to <b>multiple</b> core objectives -- which means that the more of them you use, the more likely it is that you can use the same assessment/assignment in more than one year.</p>					
<h2>PERSONAL RESPONSIBILITY</h2>					
<h3>Self-Regulation</h3>					

Personal Responsibility	Connections to Experience	3. Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	2. Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	1. Does not meet level 2. For example: Identifies connections among life experiences and those academic texts and ideas perceived as similar and related to own interests, but ignores differences.
Personal Responsibility	Reflection and Self-Assessment	3. Insightfully evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	2. When called upon to do so, evaluates changes in own learning over time, articulating strengths and challenges to improvement.	1. Does not meet level 2. For example: When called upon to do so, describes own performances with simplistic descriptors of success or failure.
Personal Responsibility	Transfer	3. Effectively adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations, using them to solve problems or explore issues.	2. Uses skills, abilities, theories, or methodologies gained in one situation in a new situation in an attempt to solve or understand problems or issues.	1. Does not meet level 2. For example: Fails to recognize relevance of previously learned strategy to new situation.

## Research Responsibilities

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Personal Responsibility Communication	<b>Access and Use Information Ethically and Legally</b>	<b>Does the student follow academic integrity and other source-related ethical and legal practices?</b>	3. Demonstrates an appropriate understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. Students correctly use all of the following information use strategies: 1) use of citations and references; 2) choice of paraphrasing, summary, or quoting; 3) use of information in ways that are true to original context; 4) distinction between common knowledge and ideas requiring attribution.	2. Demonstrates an appropriate understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. Students correctly use all but one of the following information use strategies: 1) use of citations and references; 2) choice of paraphrasing, summary, or quoting; 3) use of information in ways that are true to original context; 4) distinction between common knowledge and ideas requiring attribution.	1. Does not meet level 2. For example: Artifact fails to use citations when appropriate.
Personal Responsibility Critical Thinking	<b>Evaluate Information and its Sources Critically</b>	<b>Accurately evaluates sources of information according to appropriate criteria.</b>	3. Accurately classifies and evaluates sources of information according to appropriate criteria, identifying legitimate and illegitimate uses for those sources, or using them legitimately in an argument.	2. Accurately classifies sources of information and evaluates them with moderate success using established criteria.	1. Does not meet level 2. For example: Inaccurately classifies sources, uses inappropriate criteria for evaluation of sources, or misses significant weaknesses or strengths to sources.
Personal Responsibility	<b>Uses Information Purposefully</b>		3. Communicates, organizes and synthesizes information from sources to achieve a clear purpose.	2. Communicates and organizes clearly relevant information from sources, but may not always synthesize it or reliably connect it to the claims being made.	1. Does not meet level 2. For example: Much of the outside information appears to have been used as filler.
<b>Personal Ethics</b>					
Personal Responsibility	<b>Application of Ethical Perspectives/Concepts</b>		3. Independently applies ethical perspectives/concepts to a new example of an ethical question, and does so accurately. May consider the specific implications of the application.	2. Applies ethical perspectives/concepts to an ethical question, independently (to a new example), but the application is inaccurate.	1. Does not meet level 2. For example: Applies ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example).

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Personal Responsibility	<b>Ethical Issue Recognition</b>		3. Recognizes ethical issues when issues are presented in a complex, multilayered (gray) context and/or can grasp cross-relationships among the issues.	2. Recognizes basic and obvious ethical issues and grasps (incompletely) the complexities or interrelationships among the issues.	1. Does not meet level 2. For example: Recognizes basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Personal Responsibility	<b>Ethical Self-Awareness</b>		3. Analyzes and evaluates both core beliefs and the origins of the core beliefs. May revise beliefs through the act of reflection.	2. Discusses both core beliefs and the origins of the core beliefs.	1. Does not meet level 2. For example: States either his/her core beliefs or articulates the origins of the core beliefs, but not both.
Personal Responsibility	<b>Understanding Different Ethical Perspectives/Concepts</b>		3. Names the theory or theories, can accurately present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	2. Names the major theory or theories she/he uses, can accurately present the gist of said theory or theories, and attempts to explain the details of the theory or theories used.	1. Does not meet level 2. For example: Names the major theory she/he uses, but may only communicate the gist of the theory through shorthands or simplistic reductions.

### Reading & Writing Across the Core

Critical Thinking Personal Responsibility	<b>Use of Evidence</b>	<b>Does the student employ available information effectively and responsibly, with clear awareness of source strengths and weaknesses?</b>	3. The student persuasively supports claims with <b>warranted</b> information from credible sources <b>appropriate to the claim</b> , which may include outside sources, assignment data, class materials, and/or original field or laboratory research.	2. The student supports claims with information from arguably credible sources, which may include outside sources, assignment data, class materials, and/or original field or laboratory research.	1. Does not meet level 2. Examples of work that might not meet level 2 include claims unsupported by sources, claims supported by Web sites that should have been better vetted, interviews with people not qualified to speak on the claim that they are supporting.
		<p><b>Definitions for boldfaced terms for Use of Evidence</b></p> <p><b>Warranted</b>—The assumptions and logic linking the evidence to the claim are sound. For instance, a paper that routinely mistakes correlation for causation might be providing relevant evidence, but it wouldn't be warranted. In general, for level 3, the student should be making justifiable connections between claims and evidence.</p> <p><b>Appropriate to the claim</b> = A climate scientist's article might be very good for scientific claims, but shakier for economic claims about the impacts of carbon tax policies. At the same time, a Wikipedia article might be very good evidence of what crowd editing produces, and Tweets might be good evidence of online social behaviors.</p>			

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Communication Personal Responsibility	<b>Content Development</b>	Does the student effectively develop ideas, arguments, or other forms of discourse?	3. Effectively uses <b>appropriate, relevant, and compelling</b> content to explore ideas within the context of the discipline and shape the whole work.	2. Uses <b>appropriate</b> and <b>relevant</b> content to develop and explore ideas through most of the work.	1. Does not meet level 2. For example: The artifact might develop simple ideas in some parts of the work while leaving other critical elements under-developed.
<p><b>Definitions for boldfaced terms for Content Development</b></p> <p><b>Effectively</b> = The author's reasons and support help the author meet a rhetorical goal (to persuade, to entertain, to inform, to build understanding or rapport, etc.).</p> <p><b>Appropriate</b> = The author's reasons and support are well-chosen with regard to the author's audience and purpose.</p> <p><b>Relevant</b> = The author's reasons and support avoid red herrings, non sequiturs, false equivalencies. The content is developed in ways clearly relevant to the author's points.</p> <p><b>Compelling</b> = The author's content development is memorable, persuasive, or emotionally resonant in ways that meet the author's goals.</p>					

## SOCIAL RESPONSIBILITY

### Analyzing Social Systems

Social Responsibility Critical Thinking	<b>Apply Knowledge to Social Issues</b>	Does the student make connections among the fields being studied and social issues?	3. Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to one's role in social issues.	2. Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline, making relevant connections to one's role in social issues.	1. Does not meet level 2. For example: Attempts to connect misunderstood knowledge (facts, theories, etc.) from one's own academic study/field/discipline to social issues.
Social Responsibility	<b>Comparing Cultures</b>		3. Analyzes substantial connections among worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful, meaningful interactions with other cultures.	2. Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	1. Does not meet level 2. For example: Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective.
Social Responsibility	<b>Cultural Self-Awareness</b>		3. Recognizes new perspectives about own cultural rules and biases (e.g., not looking for sameness: comfortable with the complexities that new perspectives offer.)	2. Identifies own cultural rules and biases (e.g., with a strong preference for those rules shared with own cultural group and seeks the same in others.)	1. Does not meet level 2. For example: May show minimal awareness of, or a refusal to acknowledge, own cultural rules and biases.

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Social Responsibility	<b>Knowledge of Cultural Worldview Frameworks</b>		3. Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	2. Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	1. Does not meet level 2. For example: Demonstrates surface or partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Social Responsibility	<b>Perspective Taking</b>		3. When investigating subjects within natural and human systems, evaluates subjects through multiple perspectives (such as cultural, disciplinary, and ethical).	2. Accurately identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	1. Does not meet level 2. For example: Shows awareness of multiple perspectives, but misunderstands or inaccurately portrays one.
Social Responsibility	<b>Understanding Social Systems</b>		3. Analyzes major elements of social systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose solutions to complex problems in the human and natural worlds.	2. Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on social systems within the human and the natural worlds.	1. Does not meet level 2. For example: May identify the basic role of some social institutions while failing to explore their effects.
<b>Social Action</b>					
Social Responsibility Teamwork	<b>Use Multiple Perspectives in Problem Solving</b>	<b>Does the student draw on multiple disciplinary perspectives to propose solutions to problems?</b>	3. Plans and evaluates more complex solutions to social challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	2. Formulates practical yet elementary solutions to social challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	1. Does not meet level 2. For example: Only considers one disciplinary perspective.
Social Responsibility	<b>Responsible Action</b>		3. Evaluates the ethical, social, and environmental consequences of global systems and identifies a range of responsible interventions in the interest of personal and civic responsibility.	2. Explains, as appropriate, the ethical, social, and environmental consequences of local and national decisions on social systems.	1. Does not meet level 2. For example: In explaining consequences of decisions that have social impact, neglects the environmental dimension even though it would be applicable.

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Social Responsibility	<b>Social Identity and Commitment</b>		3. Provides evidence of experience in activities related to social issues and describes what she/he has learned about her or himself as it relates to a growing sense of social identity and commitment.	2. Evidence suggests involvement in activities related to social issues is generated from expectations or course requirements rather than from a sense of social identity.	1. Does not meet level 2. For example: Provides little evidence of her/his experience in activities related to social issues and does not connect experiences to social identity.
<b>Social Attitude</b>					
Social Responsibility	<b>Asks and Pursues Questions about Cultures</b>		3. Asks deeper questions about other cultures and seeks out answers to these questions.	2. Asks multiple simple or surface questions about other cultures.	1. Does not meet level 2. For example: Expresses minimal interest in learning more about other cultures, possibly asking just one token question.
Social Responsibility	<b>Interprets Intercultural Experiences with Empathy</b>		3. Interprets intercultural experience from the perspectives of more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	2. Identifies components of other cultural perspectives but responds in all situations with own worldview.	1. Does not meet level 2. For example: Views the experience of others through own cultural worldview.
Social Responsibility	<b>Evaluates Social Impacts of Local Actions</b>		3. Credibly evaluates the social impact of one's own and others' specific local actions on the natural and human world.	2. Effectively analyzes ways that human actions influence the natural and human world.	1. Does not meet level 2. For example: Can report what others have said about the connections between an individual's personal decision-making and certain social issues, but struggles to analyze those connections independently.
<b>Reading &amp; Writing Across the Core</b>					
Communication Empirical & Quantitative Skills Social Responsibility	<b>Comprehension</b>	<b>Communicates deep understanding of a text, going beyond explicit messages to draw plausible inferences from clues within the text.</b>	3. Draws complex and persuasive inferences about a source's message and its author's attitude, beyond that author's explicit message. May draw for evidence on the text itself, general background knowledge, and/or specific knowledge of the author's context.	2. Demonstrates basic understanding by drawing plausible inferences about context and purpose of source material. May evaluate how textual features (e.g., sentence and paragraph structure or tone) contribute to the author's message.	1. Does not meet level 2. For example: The student's understanding of sources may be impossible to assess due to overreliance on quotation without discussion or context.

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Communication Social Responsibility	<b>Audience-Appropriate Approach &amp; Structure</b>	Does the student follow conventions and employ organizational structures appropriate for the genre of work being attempted and the audience in question?	3. The work skillfully employs conventions and organizational schemes appropriate to the genre and audience, though it may innovate in clearly communicated ways to solve challenges specific to the issues or problem being addressed.	2. The work generally follows conventions and organizational schemes appropriate to genre and audience.	1. Does not meet level 2. For example: The artifact might leave out the Works Cited/Reference list even though such a feature would be expected by audiences for that genre or type of work.
<p><b>Definitions of boldfaced terms for Audience-Appropriate Approach &amp; Structure</b></p> <p><b>Genre</b> = Type or kind of communication, such as experimental report, business memo, literature review, staff study, annotated bibliography. Each genre has its own conventions, or set of expectations that streamline the experience for audiences and communicators.</p> <p><b>Generally</b> = That is, the student gets the most important elements and does a serviceable job at them, though there may be (largely cosmetic) deviations from expectation (example: remembering to cite, but getting the article title format wrong).</p> <p><b>Skillfully</b> = When the student uses conventions, it is to good effect -- and when the student deviates from convention, it's for strategic, effective reasons. (Most</p>					