

Fine Arts Assessment Rubric

	0 Not Yet Present	Benchmark 1	Milestone 2	Milestone 3	Capstone 4
Existing Knowledge, Research, and/or Views	Demonstrates no connection to or recognition of known sources, views and content in the discipline.	Presents information from irrelevant sources representing limited points of view/approaches and develops simple ideas in some parts of the work.	Presents information from relevant sources representing limited points of view/approaches and develops appropriate ideas through most of the work.	Synthesizes in-depth information from appropriate and relevant sources representing various points of view & approaches and explores compelling ideas throughout the work.	Synthesizes in-depth information from appropriate and relevant sources and compelling content, that represents various points of view & approaches to illustrate mastery of the subject.
Analysis	Demonstrates no understanding of approaches used in the discipline.	Lists evidence/sources, but it is not organized and/or is unrelated to focus.	Organizes evidence/sources, but the organization is not effective in revealing important patterns, differences, or similarities.	Organizes evidence/sources to reveal important patterns, differences, or similarities related to focus.	Organizes and synthesizes evidence/sources to reveal insightful patterns, differences, or similarities related to focus.
Explanation of issues	Issue/ problem to be considered critically is stated without clarification or description.	Issue/ problem to be considered critically is minimally stated without clarification or description.	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, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.	Information is taken from source(s) with minimal interpretation/ evaluation. Viewpoints of experts are taken as fact, with limited questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.
Conclusions and related outcomes (implications and consequences)	Conclusion is not tied to the information discussed; related outcomes (consequences and implications) are oversimplified.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) minimally simplified.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.
Influence of Context and Assumptions	Shows little emerging awareness of present assumptions (sometimes	Shows an emerging awareness of present assumptions. Begins to	Questions some assumptions. Identifies several relevant contexts	Identifies own and others' assumptions and several	Thoroughly (systematically and methodically) analyzes own and others' assumptions

	labels assertions as assumptions). Limited ability to identify some contexts when presenting a position.	identify some contexts when presenting a position.	when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	relevant contexts when presenting a position.	and carefully evaluates the relevance of contexts when presenting a position.
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Adapted from AAC&U's VALUE rubrics – inquiry analysis and critical thinking

Humanities/Languages in the Humanities Assessment Rubric

	0 Not Yet Present	Benchmark 1	Milestone 2	Milestone 3	Capstone 4
Explanation of issues	Issue/ problem to be considered critically is stated without clarification or description.	Issue/ problem to be considered critically is minimally stated without clarification or description.	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, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.	Information is taken from source(s) with minimal interpretation/ evaluation. Viewpoints of experts are taken as fact, with limited questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.
Conclusions and related outcomes (implications and consequences)	Conclusion is not tied to the information discussed; related outcomes (consequences and implications) are oversimplified.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) minimally simplified.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.
Knowledge Knowledge of cultural Worldview frameworks	Demonstrates little 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.	Demonstrates surface 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.	Demonstrates 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.	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 practice.	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.

Skills Empathy	Does not view the experience of others or hold a cultural worldview.	Views the experience of others but does so through own cultural worldview.	Identifies components of other cultural perspectives but responds in all situations which own worldview.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates no attention to context, audience, purpose, and to the assigned tasks(s)	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
Content Development	Uses appropriate and relevant content to develop simple ideas in no parts of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Uses an inconsistent system for basic organization and presentation.	Attempts to use a consistent system for basic organization and presentation.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices

Adapted from AAC&U's VALUE rubrics – critical thinking, reading, writing, intercultural knowledge

Individuals & Civic Life Assessment Rubric

	0 Not Yet Present	Benchmark 1	Milestone 2	Milestone 3	Capstone 4
Diversity of Communities and Cultures	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.	Has limited awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits some curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
Analysis of Knowledge	Does not identify knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline to civic engagement and to one's own participation in civic life, politics, and government.
Civic Identity and Commitment	Provides little evidence of her/ his experience in civic-engagement activities and does not connect experiences to civic identity.	Provides some evidence of her/ his experience in civic-engagement activities and somewhat connects experiences to civic identity.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides evidence of experience in civic-engagement activities and describes what she/ he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Provides evidence of experience in civic-engagement activities and describes what she/ he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.
Civic Communication	Does not communicate in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.

Civic Action and Reflection	Has <i>no experience</i> with some civic activities and shows little understanding of their aims or effects and no commitment to future action.	Has <i>experimented</i> with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.	Has clearly <i>participated</i> in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Demonstrates independent experience and <i>team leadership</i> of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and <i>shows initiative in team leadership</i> of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.
Civic Contexts/Structures	Does not experiment with civic contexts or structures.	Experiments with civic contexts and structures, <i>tries out a few to see what fits</i> .	Demonstrates experience identifying intentional ways to <i>participate in</i> civic contexts and structures.	Demonstrates ability and commitment to work actively <i>within</i> community contexts and structures to <i>achieve a civic aim</i> .	Demonstrates ability and commitment to <i>collaboratively work across and within</i> community contexts and structures to <i>achieve a civic aim</i> .
Understanding Different Ethical Perspectives/ Concepts	No major theories named.	Names major theories.	Names the major theories and can explain the basics of the theories.	Names and explains both the basics and some details of the theories.	Accurately presents the theories in depth.
Application of Ethical Perspectives/ Concepts	No ethical concepts applied to ethical question and no examples used.	Applies ethical concepts to an ethical question with support, but cannot apply to a new example.	Applies ethical perspectives to new examples with some inaccuracies.	Applies ethical perspectives/ concepts to a new example but fails to fully consider implications.	Applies ethical perspectives/ concepts to a new example and can fully consider implications.

Adapted from AAC&U's VALUE rubrics – civic engagement & ethical reasoning

Natural Science/Natural Sciences Alternatives Rubric

	0 Not Yet Present	Benchmark 1	Milestone 2	Milestone 3	Capstone 4
Explanation of issues	Problem to be considered is not clearly stated.	Issue/ problem to be considered critically is stated without clarification or description.	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, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is not analyzed or interpreted.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.
Influence of context and assumptions	Is unaware of assumptions or contexts.	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Position is unclear.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).

Conclusions and related outcomes (implications and consequences)	No conclusion is made.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.
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Quantitative Reasoning; Science, Math, Technology Assessment Rubric

	0 Not Yet Present	Benchmark 1	Milestone 2	Milestone 3	Capstone 4
<p>Interpretation <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i></p>	<p>Makes little attempt to explain information presented in mathematical forms, and draws incorrect conclusions about what the information means.</p>	<p>Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. <i>For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.</i></p>	<p>Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. <i>For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.</i></p>	<p>Provides accurate explanations of information presented in mathematical forms. <i>For instance, accurately explains the trend data shown in a graph.</i></p>	<p>Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. <i>For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.</i></p>
<p>Representation <i>Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i></p>	<p>Unable to complete conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.</p>	<p>Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.</p>	<p>Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.</p>	<p>Competently converts relevant information into an appropriate and desired mathematical portrayal.</p>	<p>Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.</p>
<p>Calculation</p>	<p>Calculations are attempted but are both unsuccessful and are not comprehensive.</p>	<p>Calculations are attempted but are often unsuccessful and are not comprehensive.</p>	<p>Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.</p>	<p>Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.</p>	<p>Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)</p>

<p>Application / Analysis <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</i></p>	<p>Uses the quantitative analysis of data as the basis for tentative, basic judgments, but unable to draw conclusions from this work.</p>	<p>Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.</p>	<p>Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.</p>	<p>Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.</p>	<p>Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.</p>
<p>Assumptions <i>Ability to make and evaluate important assumptions in estimation, modeling, and data analysis</i></p>	<p>Unable to describe assumptions.</p>	<p>Attempts to describe assumptions.</p>	<p>Explicitly describes assumptions.</p>	<p>Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.</p>	<p>Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.</p>
<p>Communication <i>Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)</i></p>	<p>Limited in the ability to present an argument for which quantitative evidence is pertinent, and does not provide adequate explicit numerical support.</p>	<p>Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)</p>	<p>Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.</p>	<p>Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.</p>	<p>Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.</p>

Adapted from AAC&U's VALUE rubrics – quantitative literacy

Social Sciences Assessment Rubric

	0 Not Yet Present	Benchmark 1	Milestone 2	Milestone 3	Capstone 4
Existing Knowledge, Research, and/or Views	Demonstrates no connection to or recognition of known sources, views and content in the discipline.	Presents information from irrelevant sources representing limited points of view/approaches and develops simple ideas in some parts of the work.	Presents information from relevant sources representing limited points of view/approaches and develops appropriate ideas through most of the work.	Synthesizes in-depth information from appropriate and relevant sources representing various points of view & approaches and explores compelling ideas throughout the work.	Synthesizes in-depth information from appropriate and relevant sources and compelling content, that represents various points of view & approaches to illustrate mastery of the subject.
Explanation of issues	Issue/ problem to be considered critically is stated without clarification or description.	Issue/ problem to be considered critically is minimally stated without clarification or description.	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, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
Analysis	Demonstrates no understanding of approaches used in the discipline.	Lists evidence/sources, but it is not organized and/or is unrelated to focus.	Organizes evidence/sources, but the organization is not effective in revealing important patterns, differences, or similarities.	Organizes evidence/sources to reveal important patterns, differences, or similarities related to focus.	Organizes and synthesizes evidence/sources to reveal insightful patterns, differences, or similarities related to focus.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.	Information is taken from source(s) with minimal interpretation/ evaluation. Viewpoints of experts are taken as fact, with limited questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.
Reports information effectively and responsibly, and Making Informed Judgments	Does not communicate information from sources.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context or incorrectly paraphrased, etc.), so the intended purpose is not achieved.	Communicates and organizes information from sources. The information is not yet applied, so the intended purpose is not fully achieved.	Communicates, organizes, and applies information from sources. Intended purpose is achieved.	Communicates, organizes, and applies information from sources to fully achieve a specific purpose, with clarity and depth.

Writes in a variety of genres, contexts, and disciplines, & identifies problems	Does not identify contexts related to a position or problem.	Begins to identify some contexts when presenting a position or identifying a problem. Issue to be considered is stated without clarification or description.	Mentions relevant contexts when presenting a position or identifying a problem, but not enough to reflect a coherent understanding.	Coherently and critically examines relevant contexts when presenting a position or identifying a problem.	Thoroughly (systematically, methodically and critically) examines the relevance of contexts when presenting a position or identifying a problem.
Textual Comprehension	Demonstrates no understanding of appropriate vocabulary or ability to paraphrase or summarize information.	Understands vocabulary appropriately to paraphrase or summarize the information communicated in the text.	Evaluates how textual features contribute to the author's message; draws basic inferences about context and purpose of text.	Uses the text, general background knowledge, and/or specific knowledge of the context to draw complex inferences about the author's message and attitude.	Recognizes possible implications of the text for contexts, perspectives, or issues beyond the assignment or beyond the author's explicit message.
Cultural self-awareness	Shows little awareness of own cultural rules.	Shows basic awareness of own cultural rules.	Identifies own cultural rules and biases.	Recognizes new perspectives about own cultural rules and biases.	Recognizes how experiences shape cultural rules, how to respond to cultural biases, and can experience a shift of self-description.
Skills/Application Empathy	Does not view the cultural experience of others or hold a cognitive worldview.	Views the cultural experiences of others through own cognitive worldview.	Identifies the cognitive <i>and</i> emotional dimensions of other cultural perspectives with own worldview.	Recognizes that both cognitive <i>and</i> emotional dimensions of other cultural perspectives are necessary in supporting other cultural groups.	Effectively supports another cultural group by applying cognitive and emotional dimensions to their cultural experiences.
Skills/Application Ethical Issue Recognition	Does not recognize basic ethical issues.	Recognizes basic ethical issues.	Recognizes basic ethical issues and some cross-relationships.	Recognizes ethical issues in context OR can recognize cross-relationships among the issues.	Recognizes ethical issues in context AND can recognize cross-relationships among the issues.

Adapted from AAC&U's VALUE rubrics – civic engagement & ethical reasoning

US Traditions Assessment Rubric

	0 Not Yet Present	Benchmark 1	Milestone 2	Milestone 3	Capstone 4
Cultural and historical knowledge	Demonstrates little or no understanding of U.S. culture, including its diverse elements, and how this has shaped history, politics, economy, social relations, forms of expression and communication, values, or beliefs and practices	Demonstrates surface understanding of U.S. culture, including its diverse elements, and how this has shaped history, politics, economy, social relations, forms of expression and communication, values, or beliefs and practices	Demonstrates partial understanding of U.S. culture, including its diverse elements, and how this has shaped history, politics, economy, social relations, forms of expression and communication, values, or beliefs and practices	Demonstrates adequate understanding of U.S. culture, including its diverse elements, and how this has shaped history, politics, economy, social relations, forms of expression and communication, values, or beliefs and practices	Demonstrates sophisticated understanding of U.S. culture, including its diverse elements, and how this has shaped history, politics, economy, social relations, forms of expression and communication, values, or beliefs and practices
Cultural imagination and empathy	Demonstrates little or no ability to imagine and empathize with the perspective of people from past eras or other cultures and to incorporate this understanding into the analysis.	Demonstrates minimal ability to imagine and empathize with the perspective of people from past eras or other cultures and to incorporate this understanding into the analysis.	Demonstrates some ability to imagine and empathize with the perspective of people from past eras or other cultures and to incorporate this understanding into the analysis.	Demonstrates sufficient ability to imagine and empathize with the perspective of people from past eras or other cultures and to incorporate this understanding into the analysis.	Demonstrates impressive ability to imagine and empathize with the perspective of people from past eras or other cultures and to incorporate this understanding into the analysis.
Existing Knowledge, Research, and/or Views	Demonstrates no connection to or recognition of known sources, views and content in the discipline.	Presents information from irrelevant sources representing limited points of view/approaches and develops simple ideas in some parts of the work.	Presents information from relevant sources representing limited points of view/approaches and develops appropriate ideas through most of the work.	Synthesizes in-depth information from appropriate and relevant sources representing various points of view & approaches and explores compelling ideas throughout the work.	Synthesizes in-depth information from appropriate and relevant sources and compelling content, that represents various points of view & approaches to illustrate mastery of the subject.
Analysis	Demonstrates no understanding of approaches used in the discipline.	Lists evidence/sources, but it is not organized and/or is unrelated to focus.	Organizes evidence/sources, but the organization is not effective in revealing important patterns, differences, or similarities.	Organizes evidence/sources to reveal important patterns, differences, or similarities related to focus.	Organizes and synthesizes evidence/sources to reveal insightful patterns, differences, or similarities related to focus.
Textual Comprehension	Demonstrates no understanding of appropriate vocabulary or ability to paraphrase or summarize information.	Understands vocabulary appropriately to paraphrase or summarize the information communicated in the text.	Evaluates how textual features contribute to the author's message; draws basic inferences about context and purpose of text.	Uses the text, general background knowledge, and/or specific knowledge of the context to draw complex inferences about the author's message and attitude.	Recognizes possible implications of the text for contexts, perspectives, or issues beyond the assignment or beyond the author's explicit message.

Reports information effectively and responsibly, and Making Informed Judgments	Does not communicate information from sources.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context or incorrectly paraphrased, etc.), so the intended purpose is not achieved.	Communicates and organizes information from sources. The information is not yet applied, so the intended purpose is not fully achieved.	Communicates, organizes, and applies information from sources. Intended purpose is achieved.	Communicates, organizes, and applies information from sources to fully achieve a specific purpose, with clarity and depth.
Writes in a variety of genres, contexts, and disciplines, & identifies problems	Does not identify contexts related to a position or problem.	Begins to identify some contexts when presenting a position or identifying a problem. Issue to be considered is stated without clarification or description.	Mentions relevant contexts when presenting a position or identifying a problem, but not enough to reflect a coherent understanding.	Coherently and critically examines relevant contexts when presenting a position or identifying a problem.	Thoroughly (systematically, methodically and critically) examines the relevance of contexts when presenting a position or identifying a problem.