SAS Core Curriculum Generic Rubrics

I: 21st Century Challenges (6 credits) *Students must meet 2 goals.* [21C]

GOAL a - *Student is able to…* **Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world.**

	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY (D/F)
Human Difference	Identifies multiple types of human difference relevant to the course.	Identifies some types of human difference relevant to the course.	Notes that human difference is addressed in the course, but does not specify or describe in ways that go beyond summary.	Fails to identify significant forms of human difference relevant to the course.
Analysis: Links Between Difference & Experience/ Perspectives	Specifically explicates links between those differences & individuals' or groups' experiences of the world and/or perspectives on the world as relevant to the focus of the course.	Examines some links between those differences & individuals' or groups' experiences and/or perspectives, though not with great originality or complexity.	Acknowledges that there are links between those differences & individuals' or groups' experiences and/or perspectives on the world, but only very generally & largely a recapitulation of class discussions or assigned materials.	Fails to link those differences to individuals' or groups' experiences of the world and/or perspectives on the world as relevant to focus of the particular course.
Analysis: Effects on 21st Century Challenge	Provides a new or particularly sophisticated understanding of those differences & their effects on an issue/problem of importance in the 21st century, or offers a critical assessment of existing paradigms.	Examines some effect(s) of those differences on an issue/problem of importance in the 21st century, & generally demonstrates understanding of how existing paradigms are applied.	Discussion is perfunctory, demonstrating only superficial understanding of how those differences affect an issue/problem of importance in the 21st C & of how existing paradigms are applied.	Fails to delineate the impact of differences on the issues that are central to the course. Shows little or no grasp of existing paradigms covered in the course.

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GOAL b – *Student is able to…* **Analyze a contemporary global issue from a multidisciplinary perspective.**				
	OUTSTANDING	GOOD	**SATISFACTORY**	UNSATISFACTORY (D/F)
Contemporary Global Issue	Identifies a pressing contemporary global issue relevant to the course.	Identifies a contemporary global issue relevant to the course.	A contemporary global issue is noted.	Shallow understanding of global issues addressed in the course, or failure to clearly identify any relevant global issues.
Explication: Multi-Disciplinary	Identifies, compares, & contrasts at least two different disciplinary perspectives/approaches to the issue with some complexity.	Identifies, compares, & contrasts at least two different disciplinary perspectives/approaches to the issue, though not with great complexity.	Different disciplinary perspectives on / approaches to the issue are mentioned, but not effectively specified or described in ways that go beyond basic summary.	Fails to accurately distinguish between at least two different disciplinary perspectives/approaches to the issue.
Analysis: Use of Multidisciplinary approaches	Provides careful critical analysis that explicates & assesses the advantages/ scope & disadvantages/ limits of each perspective. Draws original & thoughtful conclusions that may suggest reconciliation of differences, or new areas for exploration & research.	Notes some advantages/ scope & disadvantages/ limits of each perspective. Evidence of critical thinking about diverse perspectives - identifies similarities & differences between these different perspectives, but broader connections and/or implications are not as thoroughly explored. Less originality in analysis.	Acknowledges that each perspective has limits, advantages/disadvantages, but only very generally & in ways that tend to recapitulate course lectures or assigned materials. Opinions and/or preferences are given weight, rather than critical analysis of facts/data. Little evidence of critical thought on the subject.	Fails to identify & explicate the advantages/scope & disadvantages/limits of each perspective. Fails to demonstrate critical analysis of any disciplinary approach to the issue.

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GOAL c - *Student is able to…* **Analyze the relationship that science and technology have to a contemporary social issue.**				
	OUTSTANDING	GOOD	**SATISFACTORY**	UNSATISFACTORY (D/F)
Contemporary Social Issue	Identifies a pressing contemporary social issue relevant to the course.	Identifies a contemporary social issue relevant to the course.	Makes scattered reference to contemporary social issues that may or may not be relevant.	Fails to identify a contemporary social issue.
Analysis: Relationship To Science & Technology (note: Science & technological advances can be viewed as a "cause" or as a "solution" or as both, e.g. population growth.)	Explicates & critically analyzes in detail the extent to which science & technology can address the social issue/problem AND/OR the issue/problem is itself the result of advances in scientific understanding or development of new technologies.	Explicates the extent to which the issue/problem can be addressed by science & technology AND/OR is the result of advances in scientific understanding or development of new technologies.	Mentions issues/ problems that might benefit from advances in science & technology and/or result from advances in scientific understanding or development of new technologies, but does not explicate the connection.	Doesn't articulate a link between issue/ problem & advances in scientific understanding or the development of new technologies.
Analysis: Responses and/or Solutions (includes role science can play in understanding contemporary social issues.)	Explicates & assesses possible ways to address the issue/problem, showing a firm grasp of the challenges & opportunities associated with such approaches. Explores the extent to which science & technology might provide solutions, and/or present new directions for exploration.	Explicates & assesses possible ways to address the issue/problem, & extent to which science & technology might provide solutions, but with less attention to the complexities of and/or challenges associated with such approaches.	Discussion is perfunctory, showing limited understanding of possible ways to address the issue/problem, & the extent to which science & technology might provide solutions.	Fails to identify the impact of science &/or technology on the issue and/or on possible solutions. Fails to identify possible solutions or the need for possible solutions.
Scientific Literacy & Science vs. Morality vs. Politics.	Demonstrates a high level of scientific literacy beyond the minimal necessary for responsible citizenship & appropriate life choices. Distinguishes between problems/ questions that are fundamentally moral &/or political & those that are scientific &/or technological.	Demonstrates a level of scientific literacy necessary for responsible citizenship & appropriate life choices. Makes some distinctions between problems/ questions that are basically moral &/or political & those that are scientific &/or technological.	Demonstrates deficiencies in scientific literacy. Confuses scientific, moral, & political judgments. Opinions &/or generic observations dominate, with little attention to data.	Major gaps in scientific literacy & grasp of the scientific approach. Fails to distinguish between scientific, moral, & political judgments. Relies on opinion and/or assertion instead of analysis.

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GOAL d - *Student is able to…* **Analyze issues of social justice across local and global contexts.**				
	OUTSTANDING	GOOD	**SATISFACTORY**	UNSATISFACTORY (D/F)
21st Century Issue & Context	Identifies & explains contemporary issues of social justice in local & global contexts relevant to the course.	Identifies contemporary issues of social justice relevant to the course, references local and/or global context.	Identifies at least one issue of social justice, but does not effectively relate it to a local or global context or to the course.	Fails to identify a relevant issue of social justice (local or global) addressed in the course.
Analysis: Social Justice	Explicates & critically analyzes in detail what "social justice" means/might mean in that particular context, & offers a critical assessment of existing approaches.	Explicates what "social justice" means/might mean in that particular context. Moves beyond generalization & cliché.	Vague, clichéd recounting of what social justice means with little attention to the specific contexts examined in the course.	Shows little understanding of what is meant by social justice & little or no reflection on the meaning of social justice or the role context might play.
Analysis: Causes	Identifies & explicates the causes of a particular social justice(s) or injustice(s), exploring its larger implications & connections to other issues, both local & global. Thoughtful analysis of roots of the causes.	Identifies & explicates the causes of a particular social justice(s) or injustice(s), placing it in local & global contexts, though with less specificity.	Vague & superficial description of causes of social (in) justice, little attention to local & global contexts. Claims about causes don't move beyond imputations of bad faith &/or personal motive.	Minimal and/or unexamined claims about causation.
Analysis: Change	Critically & thoughtfully evaluates ways to advance social justice in the 21st c & identifies who/what would need to change to achieve social justice in a particular context. Demonstrates a sophisticated recognition of the complexities of the effort, & potential solutions. Identifies resources for change & obstacles to change, demonstrating original thinking.	Demonstrates an understanding of the goal of advancing social justice in the 21st c & who/what would need to change to achieve social justice a particular context, but with less analysis of the complexities involved in achieving these goals. Identifies resources for change & obstacles to change.	Demonstrates only superficial understanding of social justice. Obstacles to & resources for change are not addressed in an effective manner, & alternative solutions are not addressed. Discussion relies more upon opinion and/or polemic than on critical analysis of the strengths &/or weaknesses of any potential approach to the issue.	Fails to demonstrate critical analysis of any disciplinary approach to the issue of social justice. Fails to provide any context for the existing state of affairs, or any coherent discussion of paths to change.

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II: Areas of Inquiry - A: Natural Sciences (6 credits) *Students must meet 2 goals; all courses must meet e & [f and/or g]* [NS]

GOAL e - *Student is able to…* **Understand and apply basic principles and concepts in the physical or biological sciences.**

	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY (D/F)
	Clearly & effectively explicates & applies basic scientific principles & concepts with a high degree of specificity & sophistication. Provides in-depth description of the scientific method & its distinctive value; critically differentiates it from other approaches.	Explicates & applies basic scientific principles & concepts fully & clearly. Fully describes the scientific method & its distinctive value; differentiates it from other approaches.	Explicates & applies some basic scientific principles & concepts – demonstrates incomplete understanding. Describes the scientific method, perhaps with some uncertainty; demonstrates some understanding of its distinctive value & its difference from other approaches.	Fails to explicate or identify & apply basic scientific principles & concepts. Fails to demonstrate an ability to describe the scientific method or its distinctive value & the difference from other approaches. Expresses opinions rather than formulating an analysis.

And

GOAL f - *Student is able to…* **Explain and be able to assess the relationship among assumptions, method, evidence, arguments, and theory in scientific analysis.**

	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY (D/F)
	Clearly identifies & explicates relationships among assumptions, method, evidence, arguments, & theory in scientific analysis demonstrating a depth of understanding. Draws inferences that are consistent with the data; is specific & detailed in support of conclusions. Offers an analysis of outcomes in a way that demonstrates superior understanding.	Clearly identifies & explicates relationships among assumptions, method, evidence, arguments, & theory in scientific analysis, perhaps with some minor errors. Draws inferences that are consistent with the data; over-generalizes to support conclusions. Offers an analysis of outcomes that is thorough & correct, or with only incidental errors that do not detract from analysis or conclusions.	Identifies &explicates relationships among assumptions, method, evidence, arguments, & theory in scientific analysis with numerous minor errors or lack of depth of understanding. Summarizes the purpose & findings of the research, with some errors. Some inferences are not consistent with the data. Description of outcomes and/or support contains factual and/or conceptual errors that undermine the analysis or raise questions of accuracy.	Fails to identify & explicate relationships among assumptions, method, evidence, arguments, & theory in scientific analysis or does so with significant errors. Does not summarize or interpret the results or purposes of the research. Makes no, or only incidental, inferences or draws no conclusions consistent with the data. Inadequate summary of results that involves significant factual & conceptual errors.

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Or

GOAL g – *Student is able to…* **Identify and critically assess ethical and societal issues in science.**				
	OUTSTANDING	GOOD	**SATISFACTORY**	UNSATISFACTORY (D/F)
	Identifies & describes, in depth, complex social issues & ethical issues in science. Recognizes & articulates a clear distinction between objective determinations of fact & value-based perspectives & judgments, fairly & effectively presents the latter as well as the former.	Identifies & describes social & ethical issues in science. Identifies distinctions between objective determinations of fact & value-based perspectives & judgments, though with some lack of clarity on the relative strengths & weaknesses of each and/or with unequal accuracy or fairness; personal preferences or bias may be presented as part of the argument.	Attempts, but has difficulty with, identifying & describing social or ethical issues in science. Presents few facts, or does so with significant errors; articulates connections to values & judgments, but does not present a clear statement of such perspectives or address the case for these views: personal bias and/or opinion is used.	Fails to identify & describe even a simple scenario illustrating social or ethical issues in science. Does not distinguish between scientific, political, religious, or ethical statements. Discussion relies upon statements of opinion, not facts.
if using specific objective questions identified for each goal	90% or more correct	80%-89% correct	70%-79% correct	69% or less correct

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II: Areas of Inquiry – B: Social & Historical Analysis (6 credits) Students must meet at least one (h, i, j) & one Historical Analysis (k or l) & one Social Analysis (m or n) goal   [SCL & HST]

GOAL h - *Student is able to…* Understand the bases and development of human and societal endeavors across time and place

	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY (D/F)
	Presents a detailed & thorough analysis of the bases & development of several human & societal endeavors across time & place. Provides sophisticated analysis of their contexts & ongoing relevance. Presentation of facts & theoretical frameworks demonstrates above-average understanding.	Presents a clear & correct account of one or more relevant example(s) of human & societal endeavors across time & place. Demonstrates solid understanding of their contexts & relevance. Describes relevant facts & theoretical frameworks.	Discusses a relevant example of human & societal endeavors across time & place, but with errors that indicate weaknesses in understanding their relevance, bases and/or development. Errors of fact and/or interpretation are significant enough to suggest some misunderstanding.	Fails to demonstrate knowledge or understanding of the bases and/or development of human & societal endeavors across time & place. Discussion is cursory or incorrect, if present.

Or (And/Or)

GOAL i. (eye) - *Student is able to…* Explain and be able to assess the relationship among assumptions, method, evidence, arguments, and theory in social and historical analysis

	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY (D/F)
	Discusses relationships among assumptions, method, evidence, arguments, & theory in a given case of social & historical analysis, demonstrating a clear grasp of the complexities of the issues. Demonstrates deep understanding of relevant concepts, terms, & important theoretical frameworks.	Correctly outlines the basic relationships among assumptions, method, evidence, arguments, & theory in a given case of social & historical analysis. Demonstrates solid knowledge of concepts, terms, & important theoretical frameworks.	Attempts to identify some basic relationships among assumptions, method, evidence, arguments, & theory in a given case of social & historical analysis, but does so in a confusing or incomplete manner or with errors that notably detract from the argument. Demonstrates some knowledge of concepts, terms, & important theoretical frameworks, but there are some errors in fact or interpretation.	Fails to identify relationships among assumptions, method, evidence, arguments, & theory in social & historical analysis. Arguments are fatally flawed by errors of fact &/or interpretation. Demonstrates minimal knowledge of concepts, terms, & theoretical frameworks or makes incomplete and/or inaccurate references to some of these items.

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Or (And/Or)

GOAL j - *Student is able to…* **Identify and critically assess ethical issues in social science and history.**			
	OUTSTANDING	GOOD	**SATISFACTORY**	UNSATISFACTORY (D/F)
	Identifies & critically assesses ethical issues in social science & history related to the topics of the course.

Demonstrates advanced critical thinking about the issue(s), taking into account diverse perspectives of various actors and/or disciplines.

Cleary differentiates between claims supported by research and/or evidence-based argument & claims based on opinion. Provides original insights grounded in evidence. | Identifies an ethical issue in social science & history addressed in the course.

Evidence of critical thinking about the issue(s), taking into account diverse perspectives of various actors and/or disciplines.

Differentiates between claims supported by research and/or evidence-based argument & claims based on opinion. Provides some critical analysis. | Makes reference to an ethical issue in social science and/or history, but one not relevant to this course or subject.

Some evidence of emerging critical thinking about the issue(s), taking into account diverse perspectives of various actors and/or disciplines.

Opinions and/or preferences are given weight, undifferentiated from claims supported by research and/or evidence-based argument supported with facts/data & claims based on opinion. | Shallow understanding of ethical issues in social science & history addressed in the course, or failure to clearly identify any.

Fails to demonstrate critical thinking about the issue(s); fails to take into account diverse perspectives of various actors and/or disciplines.

Opinions and/or preferences are relied on with little use of claims supported by research, evidence-based argument, facts and/or data. |

NOTE: please remember that goals h, i, & j are 'background' goals – at least one of these must be addressed in all courses certified for & assessing on goals k, l, m, and/or n.

And

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B1. Historical Analysis: (3 credits) *Students must meet one (h, i, j) & one (k or l).* [HST]

GOAL k - *Student is able to…* **Explain the development of some aspect of a society or culture over time, including the history of ideas or history of science.**				
	OUTSTANDING	GOOD	**SATISFACTORY**	UNSATISFACTORY (D/F)
	Presents a detailed, thoughtful, & sophisticated analysis of the development over time of a significant aspect –or complex of aspects - of a society or culture. Supports the analysis with relevant citations of facts, leading thinkers, & advanced disciplinary perspectives. Demonstrates clear understanding of contexts & relevance to the topic.	Presents a clear & correct account of one or more relevant example(s) of development over time of a significant aspect of a society or culture. Describes relevant facts & theoretical frameworks, demonstrating solid understanding of their contexts & relevance to the topic.	Discusses development over time of a significant aspect of a society or culture, but with weak relevance to the course topic, or with errors that indicate confusion about the factors influencing this development. Makes errors of fact or interpretation that suggest misunderstanding of contexts and/or theory.	Fails to demonstrate knowledge or understanding of the development over time of an identifiable aspect of a society or culture, or does so in a cursory or incorrect way. Fails to reference relevant facts and/or theoretical contexts, or does with errors that indicate misunderstanding or lack of knowledge.

GOAL l - *Student is able to…* **Employ historical reasoning to study human endeavors.**				
	OUTSTANDING	GOOD	**SATISFACTORY**	UNSATISFACTORY (D/F)
	Uses historical reasoning or research methods to present a detailed & thorough analysis of important human endeavors across time & place. Factually accurately & demonstrates a strong understanding of contexts & chronologies. Draws conclusions that are clear, convincing, & original.	Uses historical reasoning or research methods to present a clear & correct account of one or more relevant human endeavor(s) across time & place. Describes relevant facts correctly, & demonstrates a solid understanding of their contexts & chronologies.	Attempts to apply historical reasoning or research methods to an example of human endeavor, but with errors that indicate weakness in understanding of historical reasoning and/or research methods. Describes most relevant facts correctly, & demonstrates an emerging understanding of their contexts & chronologies.	Fails to apply historical reasoning or research methods to a human endeavor, or does so in a confused & incomplete manner. Little or no evidence of awareness of relevant facts, contexts, or chronologies.

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B2. Social Analysis: (3 credits) *Students must meet one (h, i, j) & one (m or n).* [SCL]

GOAL m - *Student is able to…* **Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.**

	OUTSTANDING	GOOD	**SATISFACTORY**	UNSATISFACTORY (D/F)
	Presents a clear, detailed, & thorough analysis of several different theories about human culture, social identity, economic entities, political systems, or other forms of social organization. Compares & critiques theoretical approaches; addresses their respective strengths and/or weaknesses; & suggests possible extensions of analysis in new directions.	Presents a clear & correct account of more than one relevant theory about human culture, social identity, economic entities, political systems, or other forms of social organization. Identifies strengths and/or weaknesses of each theoretical approach, & discusses its application to a particular case or topic in a way that demonstrates a solid understanding.	Discusses a theory about human culture, social identity, economic entities, political systems, or other forms of social organization, but with a few errors that indicate some misunderstanding of theory and/or its application. Refers to differences in possible theoretical approaches to the topic or issue, but with some errors of context and/or fact.	Fails to discuss any theory about human culture, social identity, economic entities, political systems, or other forms of social organization, or does so unsuccessfully. Substitutes opinions & assertions for analysis. No efforts to discuss variations in perspective or theory in relation to the subject.

GOAL n - *Student is able to…* **Apply concepts about human and social behavior to particular questions or situations.**

	OUTSTANDING	GOOD	**SATISFACTORY**	UNSATISFACTORY (D/F)
	Discusses particular questions or situations relevant to the course, demonstrates understanding of complex concepts & differing perspectives about human & social behavior, considers the strengths & weaknesses of the concepts applied, & suggests possible extensions of the analysis in new directions.	Presents & clearly explicates a specific question or situation relevant to the course, applies concepts & perspectives about human & social behavior to identify meaningful issues, & persuasively discusses potential consequences.	Makes an effort to address a specific question or situation relevant to the course & attempts to apply concepts & perspectives about human & social behavior to the discussion, but is not completely successful or persuasive.	Fails to apply conceptual approaches to human & social behavior to a specific question or situation relevant to the course or is completely unsuccessful in attempting to do so. Inadequately articulates the context or consequences of such a conceptual framework.

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II: Areas of Inquiry - C: Arts & Humanities (6 credits) *Students must meet two goals.* [AH]

GOAL o - *Student is able to…* **Examine critically philosophical and other theoretical issues concerning the nature of reality, human experience, knowledge, value, and/or cultural production.** [AHo]

	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY (D/F)
	Clearly & correctly identifies philosophical & other theoretical issues concerning the nature of reality, human experience, knowledge, value, and/or cultural production central to the course.

Engages in sophisticated critical analysis of same indicating a deep understanding of the key elements & the ability to identify strengths & weaknesses in the arguments and/or theories.

Elements & implications of the issues & analyses are effectively, accurately, & persuasively presented. | Clearly & correctly identifies philosophical & other theoretical issues concerning the nature of reality, human experience, knowledge, value, and/or cultural production relevant to the course.

Develops critical analysis of same that effectively presents the relevant arguments and/or theories.

The discussion is fluent & correct; any errors are incidental, not affecting the presentation or argument significantly. | Identifies philosophical & other theoretical issues concerning the nature of reality, human experience, knowledge, value, and/or cultural production of some relevance to the course.

Attempts analysis of at least one philosophical or other theoretical issue although the presentation of the relevant arguments and/or theories is not always clear or convincing. Nonetheless, indicates effort to draw critical conclusions that are essentially on the mark.

Factual and/or theoretical errors detract from the presentation. | Fails to identify philosophical or other theoretical issues concerning the nature of reality, human experience, knowledge, value, and/or cultural production beyond a cursory mention or identifies ones not related to the course.

Fails to analyze or critique the philosophical or theoretical issue or to identify elements of a critique; makes unsubstantiated assertions or substitutes opinion for analysis.

Significant factual and/or theoretical errors; presentation is confused, inaccurate, and/or seriously underdeveloped. |

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Goal p – *Student is able to…* **Analyze arts and/or literatures in themselves and in relation to specific histories, values, languages, cultures, and technologies. [AHp]**			
	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY (D/F)
	Analyzes both major & minor elements of works of art or literature in a discussion relevant to the focus of the course.

Provides a sophisticated critical analysis & assessment of the relationship between the work(s) & specific histories, values, languages, cultures, and/or technologies as appropriate to the focus of the course. For example, where pertinent, provides a sophisticated analysis of the relationship between the work & personal & professional histories; identifiable trends, movements and/or events to which the artists/authors respond(ed); & varying interpretations of the work by different audiences over time.

Analysis is effectively, accurately, & persuasively presented. Strengths & weaknesses of varying accounts are identified & evaluated. | Identifies & effectively describes the major elements of one or more works of art or literature, relevant to the course.

Provides some analyzes of the relationship between the work(s) & specific histories, values, languages, cultures, and/or technologies as appropriate to the focus of the course. For example, where pertinent, demonstrates a solid grasp of the relationship between the work & personal & professional histories; identifiable trends, movements and/or events to which the artists/authors respond(ed); & varying interpretations of the work by different audiences over time.

Analysis is generally effectively, accurately, & persuasively presented, with some minor errors and/or oversights. Strengths & weaknesses of varying accounts are identified. | Identifies key elements of at least one work of art or literature that is relevant to the course.

Attempts to provide some analyzes of the relationship between the work(s) & specific histories, values, languages, cultures, and/or technologies as appropriate to the focus of the course, but the discussion is not fully developed and/or contains some errors of description, fact, or interpretation that weaken the analysis. *For example,* makes only minor (or flawed) attempts to identify relationships between the work & personal & professional histories; identifiable trends, movements and/or events to which the artists/authors respond(ed); & varying interpretations of the work by different audiences over time.

Analysis is weak with significant errors in facts, interpretations, or reasoning. Does not identify strengths & weaknesses of contending accounts. | Fails to clearly identify elements of at least one work of art or literature relevant to the course.

Does not place the work(s) in a context of specific histories, values, languages, cultures, and/or technologies as appropriate to the course. Errors of description, fact or interpretation are significant. For example, fails to identify relationships between the work & personal & professional histories; identifiable trends, movements and/or events to which the artists/authors respond(ed); & varying interpretations of the work by different audiences over time, or does so incorrectly.

Analysis is absent. Relies on opinion or makes unsubstantiated assertions. Contains significant errors in facts, interpretations, or reasoning. Shows little awareness of strengths & weaknesses of contending accounts. |

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GOAL q – *Student is able to…* **Understand the nature of human languages and their speakers [AHq]**				
UNDER CONSTRUCTION --- FOREIGN LANGUAGE ADVISORY COMMITTEE				
	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY (D/F)
Understand the nature of human language	*Descriptors*	*Recognizes when literal translations do not work.* *Demonstrates a clear understanding of why literal translation does not work.* *Identifies & explains the differences in the underlying structures of two or more languages.*	*Descriptors*	*Descriptors*
Understand the nature of human language speakers	*Descriptors*	*Understands meaning as language-based or language-specific.* *Is able to successfully translate language-based or language-specific meanings.* *Explains the relationship between the language-specificity of meaning & the experience, world view, and/or culture of the speakers.*	*Descriptors*	*Descriptors*

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GOAL r – *Student is able to…* **Engage critically in the process of creative expression [AHr]**			
OUTSTANDING	GOOD	**SATISFACTORY**	UNSATISFACTORY (D/F)
Formulates, critically analyzes, & expertly follows a series of steps appropriate to the creative process in a particular medium; generates innovative & highly imaginative creative solutions to creative challenges; & establishes a clear set of criteria for the critical evaluation of the outcomes. Demonstrates superior facility & artistic control, with excellent execution; the resulting complex creation or performance is at a professional level.	Fully describes & productively follows a series of steps in a creative process appropriate to the creative process in a particular medium; generates imaginative solutions to creative challenges; & provides a critical evaluation the outcome(s). Demonstrates facility & control, with good execution; a fully-developed, polished creation or performance results.	Describes & follows basic steps in a creative process; generates challenge. Outlines an evaluation of the outcome(s), though this may be incompletely developed. Execution may fall short due to problems in application. The result may not be fully developed as a final creation or performance, but demonstrates **SATISFACTORY** effort & application.	Does not follow coherent steps in a creative process; fails to generate an imaginative solution to creative challenges. No critical evaluation of the outcome(s) is developed. Execution is flawed and/or incomplete, as is any result, indicating lack of effort in creation or performance.

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III: Cognitive Skills & Processes - A: Writing & Communication (9 credits including 355:101; 2nd writing/communication [s2]; 3rd disciplinary writing/communication [t]). [WC, WCr, WCd]

All courses must address, & assess on, at least 3 goals. Students must take 101 & specifically meet goals s-2 & t; all 5 goals are met at a foundational level in 101 & students will develop additional competency in the 5 goals by completing these requirements.

GOAL s1 – *Student is able to…* **Communicate complex ideas effectively, in standard written English, to a general audience.**

	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY (D/F)
	Presents complex ideas in a clear & compelling argument. Original & well-reasoned. Offers insightful analysis. Clear, easy to follow organization with intro, body, & conclusion. Provides reader with a 'road map' of essay. Well-written. Appropriate word choices. Free of grammar & spelling mistakes.	Makes clear argument, based on plausible reasoning. Sustains an argument throughout the analysis. Clear organization with some road map for reader. Well-written, but may include a handful of grammar, spelling or word choice mistakes. May be jargon ridden.	Attempts to offer a cogent argument & analysis, but argument & analysis are simplistic or based on faulty reasoning. Some effort to structure the paper, but organization is problematic/ difficult to follow. Multiple errors, but still clearly intelligible. Or ridden with incorrect use of jargon.	Fails to make a cogent argument or to offer sound analysis of any but the simplest ideas. Disorganized & difficult or impossible to follow. Multiple errors that interfere substantially with comprehension. Multiple word choice errors.

GOAL s2 – *Student is able to…* **Respond effectively to editorial feedback from peers, instructors, and/or supervisors through successive drafts and revision.** *[translation of requirement in AHCCC report into an additional goal to aid implementation of faculty approved AHCCC report]* [WCr]

	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY (D/F)
	Effectively incorporates constructive criticism from peers & instructors in successive drafts & revises/ edits own work without prompting. Improvement evident in successive drafts resulting in an outstanding final work.	Effectively incorporates constructive criticism from peers & instructors in successive drafts. Some improvement evident in successive drafts resulting in a good final work.	Responds to constructive criticism from peers & instructors in successive drafts, though this may not be entirely successful. Some improvement evident in successive drafts resulting in a satisfactory final work.	Does not incorporate feedback, or does not submit revised work. Final work is unsatisfactory.

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GOAL t - *Student is able to…* **Communicate effectively in modes appropriate to a discipline or area of inquiry. [WCd]**

	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY (D/F)
	Addresses topic(s) at an advanced, professional level; discussion is lucid, well-argued, & effectively presented. Employs relevant discipline-specific format & terminology with precision, accuracy & purpose. Complex or obscure terms and/or concepts are well-defined & appropriate to the level of analysis.	Addresses topic(s) soundly & effectively; discussion is persuasive, though it could be developed further. Minor flaws that do not significantly impede overall effectiveness of presentation. Employs relevant discipline-specific format & terminology effectively. Terms & concepts are generally defined & appropriate to the analysis.	Addresses topic, but discussion is unoriginal & confusing. Numerous and/or significant flaws that impede effectiveness of presentation. Attempts to use discipline-specific format & terminology effectively but does not fully meet professional norms in the area of study.	Does not address topic, or does so in a way that is uninformative, inaccurate, and/or misleading. Presentation is confusing & contains numerous errors. Fails to use (or uses inappropriate) discipline-specific format & terminology; fails to meet professional norms in the area of study.

GOAL u – *Student is able to…* **Evaluate and critically assess sources and use the conventions of attribution and citation correctly.**

	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY (D/F)
	Demonstrates a sophisticated ability to access appropriate sources/data & critically assess their authority, reliability, credibility, and/or bias & the credentials of the authors(s) & publisher(s) – electronic or otherwise. Cites a comprehensive range of relevant & appropriate sources, & applies appropriate conventions for attribution & citation accurately.	Demonstrates ability to access appropriate sources/data & critically assess their authority, reliability, credibility, and/or bias & the credentials of the authors(s) & publisher(s) – electronic or otherwise. Cites some relevant sources, though not all clearly connected to the argument. Applies appropriate conventions for attribution & citation, with perhaps a few technical mistakes (misplaces punctuation, etc.)	Demonstrates some ability, with notable gaps, to access appropriate sources/data & critically assess their authority, reliability, credibility, and/or bias & the credentials of the authors(s) & publisher(s) – electronic or otherwise. Cites a limited number of sources, not all relevant. Notable errors in applying appropriate conventions for attribution & citation.	Demonstrates little, or significantly underdeveloped, ability to access appropriate sources/data & critically assess their authority, reliability, credibility, and/or bias & the credentials of the authors(s) & publisher(s) – electronic or otherwise. Sources, if cited at all, are irrelevant to the topic or discipline, and/or inaccurately characterized. Fails to apply appropriate conventions for citation & attribution.*

*Cases of suspected plagiarism should be reported to the department undergraduate chair and/or Judicial Affairs in the Office of the Dean of Students. http://judicialaffairs.rutgers.edu/

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GOAL v – *Student is able to…* **Analyze and synthesize information and ideas from multiple sources to generate new insights.**			
OUTSTANDING	GOOD	**SATISFACTORY**	UNSATISFACTORY (D/F)
Evidences flawless reading comprehension. Provides detailed & sophisticated evaluation & critical assessment of evidence/data, arguments, & counter-arguments drawn from multiple sources. Artfully uses this analysis in advancing thesis and/or for placing hypothesis testing in appropriate context. Explores larger implications & connections; demonstrating original/insightful thinking; and/or explicates limits of findings.	Evidences sound reading comprehension. Provides evaluation & critical assessment of evidence/data, arguments, & counter-arguments drawn from multiple sources. Successfully uses this analysis in advancing thesis and/or for placing hypothesis testing in appropriate context. Makes some effort to explore larger implications & connections; demonstrating original/insightful thinking; and/or explicates limits of findings.	Evidences adequate reading comprehension although there may be some instances of misreading or incomplete reading. Shows some familiarity with relevant evidence/data, arguments, & counter-arguments, but provides little evaluation & critical assessment. Does not incorporate such analysis into presentation of thesis or contextualization of hypothesis testing. Demonstrates little awareness of larger implications & connections and/or limits of findings. Little evidence of original/insightful thinking.	Evidences problematic reading comprehension & notable misreading of sources. Shows little to no familiarity with relevant evidence/data, arguments, & counter-arguments; provides little to no evaluation & critical assessment. Does not incorporate such analysis into presentation of thesis or contextualization of hypothesis testing. Demonstrates scant to no awareness of larger implications & connections and/or limits of findings. Scant to no evidence of original/insightful thinking.

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III: Cognitive Skills & Processes - B: Quantitative & Formal Reasoning (6 credits or placement out of goal x). *Students must meet 2 goals.* [QQ, QR]

GOAL w – *Student is able to…* **Formulate, evaluate, and communicate conclusions and inferences from quantitative information. [QQ]**				
	OUTSTANDING	GOOD	**SATISFACTORY**	UNSATISFACTORY (D/F)
	A range of appropriate quantitative information is selected & effectively presented.

Formulates several well-justified conclusions/ inferences from the data at a high level of specificity & sophistication. Engages in extensively critical analysis of the conclusions/ inferences including discussion of tests of validity & scope.
Presentation is analytically precise, persuasive, & thorough. | Appropriate quantitative information is selected & accurately presented.

Draws at least one valid, reasonably-justified conclusion/ inference from the data. Identifies basic strengths & weaknesses of the conclusions/ inferences. Minor errors of logic or interpretation do not undermine the analysis.
Clearly & correctly presents the conclusions/ inferences. | Some relevant quantitative information is selected, but there are some errors in description, or extraneous information is also presented.

Attempts to draw & critique conclusions/ inferences from the data, but with errors of logic or interpretation that weaken the analysis.
Presentation/discussion is not clear or is factually flawed. | Little or no relevant quantitative information is identified. Presentation of any information that is selected is erroneous or confused.

Fails to draw, or critically assess, conclusions/ inferences from the quantitative information, or makes statements that are at odds with the data.
Presentation contains significant errors of fact or logic. |

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GOAL x – *Student is able to…* Apply effective and efficient mathematical or other formal processes to reason and to solve problems. [QR]				
	OUTSTANDING	GOOD	**SATISFACTORY**	UNSATISFACTORY (D/F)
Symbolization : The ability to convert a problem into a setting using symbolic terminology	Describes verbally all the relevant quantities or variables in the problem & labeling each quantity in appropriate mathematical/ symbolic terms.	Labels all the relevant quantities in the problem; used the area's mathematical/ symbolic terminology correctly.	Fails to identify an important quantity or variable in the problem; is inconsistent in the use of the mathematical/ symbolic terminology or notation.	Fails to identify any important quantities or variables in the problem; uses incorrect mathematical/ symbolic representations; consistently uses mathematical/symbolic terminology incorrectly.
Relationships : The ability to connect quantities & find relationships among symbolic quantities	Verbally justifies the introduction of a complete set of relationships among the symbolic forms, including auxiliary elements; provides multiple complete & accurate visual representations of various cases.	Lists a complete set of relationships among the symbolic forms, may introduce additional elements; provides a complete, accurate visual representation which reveals key relationships.	Demonstrates progress in finding relationships but misses a significant connection; introduces a visual representation that is incomplete or inaccurate.	Uses irrelevant information in trying to set up the problem; relies on visual representations that are misleading; neglects fundamental connections & relationships.
Formulation: The ability to construct an appropriate symbolic framework	Structures the problem in a novel way.	Identifies a relevant conventional framework for the problem & determines all the pertinent parameters.	Shows awareness of a relevant framework but fails to consider an important aspect of the structure.	Work is not focused toward a relevant structure; seems to be unaware of a framework for the problem.
Analysis: The ability to carry out algorithmic & logical procedures to resolution	Uses a creative method leading to an elegant solution; carries out a logical sequence of algorithms & procedures; uses symbolic operational rules & performs computational steps correctly.	Minor computational errors, but the mathematical/operational procedures used lead to an essentially correct solution.	Major/basic computational errors, but the mathematical/ operational procedures used lead to a partially correct solution.	Uses inappropriate algorithm or method of solution or fails to follow an algorithm or mathematical procedure to completion; makes serious computational errors.
Interpretation : The ability to draw valid conclusions from numeric/symbolic evidence	Draws valid well-stated & well-justified conclusions from the symbolic/ numeric solution; demonstrates insight in expressing the meaning of the symbolic solution.	Draws valid clear & reasonably-justified conclusions from the symbolic/numeric solution; clearly expresses the meaning of the symbolic solution.	Draws valid but poorly stated conclusions from the symbolic/numeric solution; attempts to express the meaning of the symbolic solution are weak..	Fails to note the significance of the symbolic/numeric solution; draws conclusions unsubstantiated by the results obtained.

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III: Cognitive Skills & Processes - C: Information Technology & Research (3 credits) *Students must meet one goal.* [ITR]

GOAL y – *Student is able to…* **Employ current technologies to access information, to conduct research, and to communicate findings.**

	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY (D/F)
	Identifies & employs current technologies appropriate for various research topics. Critically analyzes the value of & differences among these, demonstrating extensive understanding of the technologies & the ability to select the most effective & appropriate technologies & search strategies for a range of tasks. Employs appropriate technologies to effectively communicate findings, with a high level of proficiency & clarity.	In a particular case, identifies & employs current technologies appropriate to a particular research topic. Identifies the value & differences among these & selects appropriate technologies & search strategies for accessing the needed information. Employs appropriate technologies to effectively communicate findings.	Identifies & employs current technologies providing access to information, although perhaps not as directly relevant or clearly defined as possible given the technologies employed. Outlines some basic differences between these technologies. Selects acceptable (though perhaps not the most thorough, efficient or effective) technologies & search strategies for accessing needed information. Attempts to communicate findings using current technologies are less than fully successful.	Fails to correctly identify & employ current technologies that provide access to sources of information. Fails to identify differences among current technologies. Fails to use current technologies or selects inappropriate technologies or search strategies for accessing needed information. Does not communicate findings effectively using current technologies.

Goal z – *Student is able to…* **Analyze and critically assess information from traditional and emergent technologies.**

	OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY (D/F)
	Identifies & employs a broad set of traditional & emergent technologies & describes, in detail, the range of relevant sources of information they each provide access to. Demonstrates a strong ability to assessing the credibility, validity, & value (significance) of the information accessed by each method, & applies these rigorously across technologies.	Identifies & employs a number of traditional & emergent technologies & describes how they each provide access to relevant sources of information. In the context of a particular situation or case, is able to assess the credibility, validity, & value (significance) of the information accessed by each method.	Identifies & employs at least one traditional or emergent technology & describes how it provides access to sources of information. In reference to a particular case, attempts to determine the credibility, validity, & value (significance) of the information accessed, but not systematically, and/or with some significant errors.	Fails to accurately identify and/or employ a traditional or emergent technology. Fails to describe how it provides access to sources of information. Does not determine the credibility, validity, & value (significance) of the information accessed; numerous errors of interpretation or facts.

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Goal aa – *Student is able to…* **Understand the principles that underlie information systems.**				
	OUTSTANDING	GOOD	**SATISFACTORY**	UNSATISFACTORY (D/F)
	Identifies & describes alternate principles used for organizing data & information by different systems. Demonstrates broad & deep grasp of how information systems structure access to & facilitate the management of various kinds of information.

Explicates the value of applying several specific information system(s) to a range of related cases, evaluates the outcomes & is able to select the most appropriate system in various contexts.

Discusses, with detail & specificity, a range of personal & social impacts of information systems. | Correctly identifies & describes principles for organizing data & information in one or more information systems. Demonstrates an understanding of how information systems structure access to & facilitate the management of various kinds of Information.

In the context of a particular situation or case, provides an assessment of the value of applying one or more specific information system(s) & is able to select the most appropriate system for the task.

In the context of a situation or case relevant to the course, identifies personal and/or social impacts of information systems. | Identifies & describes at least one of the principles for organizing data & information in an information system. Provides some explication of how information systems structure access to & facilitate the management of various kinds of information.

In a case relevant to the course, provides some assessment of the value & limitations of applying a particular information system, but analysis is not systematic or thorough.

Mentions at least one potential personal and/or social impact of information systems. | Fails to accurately identify and/or describe principles for organizing data & information or the implications of such systems.

Does not provide an assessment of the value & limitations of applying a particular information system or assessment is cursory and/or inaccurate.

Does not recognize or acknowledge the potential for personal and/or social impacts of information systems, or the possibility of inappropriate applications. |

See [Bibliography](#) - SAS Core Curriculum Generic Rubrics (below)

SAS Core Curriculum Generic Rubrics

In crafting the 28 Core Curriculum learning goal rubrics during the summer of 2010, we consulted a wide range of materials used by other colleges and universities. While the precise framing of each of our Core goals was a unique product of the SAS Ad Hoc Core Curriculum Committee and the SAS faculty ratification process during the 2007-2008 academic year, at times we were able to draw upon rubrics developed for similar goals at other institutions. This bibliography acknowledges our debts to those institutions and assessment authorities and includes a list of additional helpful resources.

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