

Rubric for Critical Thinking Competency (adopted from Broward College's QEP)

Note: Faculty may choose one criteria from this rubric to assess

	Exceeds Competency	Demonstrates Competency	Approaches Competency	Below Competency
Explain questions, problems, and/or issues	Clearly states and describes the hypothesis, question, problem, or issue in a way that demonstrates a comprehensive understanding and provides all relevant information necessary for full understanding of the hypothesis, question, problem, or issue	States and describes hypothesis, question, problem, or issue in a way that demonstrates a fundamental understanding and provides relevant information necessary for a general understanding of the hypothesis, question, problem, or issue	States but does not describe the hypothesis, question, problem, or issue in a way that demonstrates a fundamental understanding, nor provides relevant information necessary for understanding the hypothesis, question, problem, or issue	Does not state and/or describe the hypothesis, question, problem, or issue
Analyze and interpret relevant information	Clearly identifies and systematically breaks down the purpose, argument, information, or key idea/concept/term, using relevant factors to offer in-depth insights	Identifies and breaks down the purpose, argument, information, or key idea/concept/term, using relevant factors to offer insights	Identifies, but does not break down the purpose, argument, information, or key idea/concept/term, using relevant factors to offer insights	Does not identify or break down the purpose, argument, information, or key idea/concept/term
Evaluate information to determine potential conclusions	Thoroughly assesses and questions the credibility or significance of the purpose, argument, information or key idea/concept/term to determine potential conclusions	Assesses and questions the credibility or significance of the purpose, argument, information or key idea/concept/term to determine potential conclusions	Assesses and questions the credibility or significance of the purpose, argument, information, or key idea/concept/term, but not enough to determine potential conclusions	Does not assess or question the credibility or significance of the purpose, argument, information, or key idea/concept/term to determine potential conclusions
Generate a well-reasoned conclusion	Conclusion is comprehensive, logical and reflects the ability to thoroughly integrate thoughts relevant to the stated hypothesis, question, problem, or issue	Conclusion is sufficient, logical and reflects the ability to integrate thoughts relevant to the stated hypothesis, question, problem, or issue	Conclusion is somewhat logical and partially reflects the ability to integrate thoughts relevant to the stated hypothesis, question, problem, or issue	Conclusion is inconsistent and does not reflect the ability to integrate thoughts relevant to the stated hypothesis, question, problem, or issue

General Education Rubric

Competency: *Ethical Reasoning (Physical / Biological Sciences)*

Note: Faculty may choose one criteria from this rubric to assess

The following rubric will be used to assess student ethical reasoning skills in Physical and Biological Science courses in General Education. A faculty member may use any one class assignment for this assessment, just as long as the assignment selected allows for an accurate measurement of the aspects of Ethical Reasoning included in the rubric below.

Ethical Reasoning	<i>Exceeds Competency</i>	<i>Demonstrates Competency</i>	<i>Approaches Competency</i>	<i>Below Competency</i>
Recognizing Ethical Issues	Student can thoroughly explain an ethical issue in the physical / biological sciences and the full extent of its human / environmental impact.	Student can adequately explain an ethical issue in the physical / biological sciences and its human / environmental impact	Student can somewhat explain an ethical issue in the physical / biological sciences and its human / environmental impact, BUT the response contains some inaccuracies or omissions.	Student poorly explains an ethical issue in the physical / biological sciences and its human/environmental impact.
Differentiating Ethical Perspectives	Student can thoroughly differentiate between two (or more) different ethical perspectives on an ethical issue related to the physical / biological sciences.	Student can adequately differentiate between two (or more) different ethical perspectives on an ethical issue related to the physical / biological sciences.	Student can somewhat differentiate between two (or more) different ethical perspectives on an ethical issue related to the physical / biological sciences, BUT the response contains some inaccuracies or omissions.	Student poorly differentiates between two (or more) different ethical perspectives on an ethical issue related to the physical / biological sciences.
Applying Ethical Perspectives and Concepts	Student can thoroughly apply an ethical perspective / concept to an ethical question in the physical / biological sciences.	Student can adequately apply an ethical perspective / concept to an ethical question in the physical/biological sciences.	Student can somewhat apply an ethical perspective / concept to an ethical question in the physical / biological sciences, BUT the response contains some inaccuracies or omissions.	Student poorly applies an ethical perspective / concept to an ethical question in the physical / biological sciences.
Evaluating Different Ethical Perspectives or Concepts	Student can thoroughly evaluate different ethical perspectives in the physical / biological sciences.	Student can adequately evaluate different ethical perspectives in the physical / biological sciences.	Student can somewhat evaluate different ethical perspectives in the physical / biological sciences, BUT the response contains some inaccuracies or omissions.	Student poorly evaluates different ethical perspectives in the physical / biological sciences.

Ethical Reasoning Rubric for Social Sciences

Ethical Reasoning Definition: Ethical reasoning is reasoning about what is right and what is wrong. Ethical reasoning includes the ability to recognize, analyze, and evaluate ethical issues, perspectives, choices, and claims.

Note: Faculty may choose one criteria from this rubric to assess

	Exceeds Competency 4	Demonstrates Competency 3	Approaching Competency 2	Below Competency 1
Recognize ethical issues	Recognizes ethical issues and thoroughly explains benefits and harms to those affected.	Recognizes ethical issues and adequately explains benefits and harms to those affected.	Recognizes ethical issues and somewhat explains benefits and harms to those affected BUT response is incomplete, inaccurate, or biased.	Does <u>not</u> recognize ethical issues OR does <u>not</u> explain benefits and harms to those affected OR does so very poorly.
Understand different ethical perspectives	Thoroughly analyzes at least two ethical perspectives.	Adequately analyzes at least two ethical perspectives.	Attempts to analyze at least two ethical perspectives BUT analysis is incomplete, inaccurate, or biased.	Does <u>not</u> attempt to analyze at least two ethical perspectives OR does so very poorly.
Apply ethical perspectives or concepts	Accurately applies ethical perspectives or concepts to the issue at hand AND thoroughly explains benefits and harms to those affected.	Accurately applies ethical perspectives or concepts to the issue at hand AND adequately explains benefits and harms to those affected.	Attempts to apply ethical perspectives or concepts to the issue at hand AND somewhat explains benefits and harms to those affected BUT response is incomplete, inaccurate, or biased.	Does <u>not</u> apply ethical perspectives or concepts to the issue at hand OR does so very poorly.
Evaluate different ethical perspectives	Thoroughly evaluates two or more ethical perspectives while explaining advantages and disadvantages of each.	Adequately evaluates two or more ethical perspectives while explaining advantages and disadvantages of each.	Attempts to evaluate two or more ethical perspectives BUT evaluation is incomplete, inaccurate, or biased.	Does <u>not</u> attempt to evaluate at least two ethical perspectives OR does so very poorly.

Competency Rubric: Global Self-Awareness

Note: Faculty may choose one criteria from this rubric to assess

Learning Outcomes	Exceeds Competency	Demonstrates Competency	Approaches Competency	Below Competency
Appreciating Diversity and Inclusion ¹	Comprehensive demonstration of appreciation for individual and cultural differences, and reasons for inclusion	Adequately demonstrates appreciation for individual and cultural differences, and reasons for inclusion	Does not adequately demonstrate appreciation for individual and cultural differences, and reasons for inclusion	Poor demonstration of appreciation for individual and cultural differences, and reasons for inclusion
Understanding Human Relationships with the World ²	Thoughtfully explains how people, as individuals and in society, may affect other persons, cultures, animals, or the environment	Adequately explains how people, as individuals and in society, may affect other persons, cultures, animals, or the environment	Does not adequately explain how people, as individuals and in society, may affect other persons, cultures, animals, or the environment	Provides a poor explanation of how people, as individuals and in society, may affect other persons, cultures, animals, or the environment
Understanding Multiple Viewpoints and Perspectives ³	Strong explanation of two or more different ideologies or perspectives	Adequately explains two or more different ideologies or perspectives	Does not adequately explain two or more different ideologies or perspectives	Poor explanation of different ideologies or perspectives
Collaborating to Solve Problems ⁴	Works well with others to assess and solve problems	Adequately works with others to assess and solve problems	Does not adequately work with others to assess and solve problems	Works with others poorly to assess and solve problems

¹ Students should be able to recognize the value of diversity and inclusion. When looking over their responses, try to determine how well they can identify and explain our differences, the significance of such diversity, and the importance of being inclusive. Faculty members may also use assessment prompts that involve topics like the effects of racism, sexism, nationalism, religious persecution, prejudice, inequality, etc.

² Students should be able to recognize how we can affect each other, different groups, and our surroundings. When looking over their responses, try to determine how well they can identify and explain how these kinds of things are interconnected.

³ Students should be able to recognize how various individuals and groups perceive the world, their culture, and other societies. When looking over their responses, try to determine how well they can identify and explain separate viewpoints.

⁴ Students should be able to work with each other to solve problems. When looking over their cooperative efforts and responses, try to determine how well they can work jointly in order to figure things out and share their findings.

General Education Rubric

Competency: *Information Literacy*

Note: Faculty may choose one criteria from this rubric to assess

The following rubric will be used to assess student Information Literacy skills in Humanities and Communications courses in General Education. A faculty member may use any one class assignment for this assessment, just as long as the assignment selected allows for an accurate measurement of at least one of the aspects of Information Literacy included in the rubric below.

Note: This rubric must be able to accommodate Gen Ed courses in Art, Literature, Music, Philosophy, Religion, Dance, Foreign Language, English Composition, and Speech; therefore, the language below should be broad enough to accommodate these multiple disciplines.

Information Literacy Definition: Information literacy is a set of abilities requiring individuals to recognize when information is needed, as well as to have the ability to locate, evaluate, and effectively use the needed information.

Information Literacy Indicators	<i>Exceeds Competency</i>	<i>Demonstrates Competency</i>	<i>Approaches Competency</i>	<i>Below Competency</i>
Locate Information	Locates an exemplary number and a range of relevant sources for the assignment or discipline	Locates an appropriate number and a range of relevant sources for the assignment or discipline	Locates a limited number and range of sources for the assignment or discipline	Does not use appropriate sources for the assignment or discipline
Evaluate Sources	Thoroughly applies standards including, but not limited to currency, relevance, authority, accuracy, and purpose to evaluate sources.	Applies most standards including, but not limited to currency, relevance, authority, accuracy, and purpose to evaluate sources	Applies limited standards including, but not limited to currency, relevance, authority, accuracy, and purpose to evaluate sources	Does not use standards to evaluate sources
Use Information to Support an Argument or to Solve a Problem	Uses information to thoroughly support arguments/ideas	Uses information to satisfactorily support arguments/ideas	Uses information to support arguments/ideas to a limited degree	Does not use information to support arguments/ideas
Cite Sources	Documents sources without error using a discipline-appropriate format	Documents sources with few errors using a discipline-appropriate format	Documents sources with substantive errors using a discipline-appropriate format	Does not use documentation and/or misappropriates source material



General Education Rubric

Competency: *Effective Communication (Mathematical)*

Note: Faculty may choose one criteria from this rubric to assess

The following rubric will be used to assess students' mathematical communication skills in the MAC, MGF, and STA courses included in General Education.

A faculty member may use any one assignment for this assessment, just as long as the assignment selected allows for an accurate measurement of the aspects of Mathematical Communication included in the rubric below.

Mathematical Communication Skills	<i>Exceeds Competency</i>	<i>Demonstrates Competency</i>	<i>Approaches Competency</i>	<i>Below Competency</i>
Write clearly and coherently	Correct usage of mathematical notation and coherent contextual translation	Mostly correct usage of mathematical notation and math-English translation	Minimally correct usage of mathematical notation and math-English translation	Incorrect usage of mathematical notation and incoherent translation

General Education Rubric

Competency: *Mathematical Reasoning*

Note: Faculty may choose one criteria from this rubric to assess

The following rubric will be used to assess Mathematical Reasoning skills in MAC, MGF, and STA courses in General Education. A faculty member may use any one class assignment for this assessment, just as long as the assignment selected allows for an accurate measurement of the Mathematical Reasoning skills included in the rubric below.

Mathematical Reasoning	<i>Exceeds Competency</i>	<i>Demonstrates Competency</i>	<i>Approaches Competency</i>	<i>Below Competency</i>
Graphical Facility	Creates or interprets all relevant details of a graph	Creates or interprets most of the relevant details of a graph	Creates or interprets some of the relevant details of a graph.	Creates or interprets few or none of the relevant details of a graph.
Quantitative Reasoning	Constructs a solution to a real-world mathematical problem using strong quantitative reasoning skills.	Constructs a solution to a real-world mathematical problem using suitable quantitative reasoning skills.	Constructs a solution to a real-world mathematical problem that contains errors but that also shows some quantitative reasoning skills	Constructs a solution to a real-world mathematical problem that shows no or very poor quantitative reasoning skills.



General Education Rubric

Competency: *Effective Communication (Oral)*

The following rubric will be used to assess student oral communication skills in SPC 1024 and SPC 1608 during the persuasive speech.

Note: Faculty may choose one criteria from this rubric to assess

Oral Communication Skills	<i>Exceeds Competency</i>	<i>Demonstrates Competency</i>	<i>Approaches Competency</i>	<i>Below Competency</i>
Speech Content	Main points are clearly distinct from supporting details. Graceful transitions create logical progress toward conclusion.	Main points are distinct from supporting details. Smooth transitions differentiate key points.	Difference between main points and supporting details is blurred. Logical flow, but no clear transitions.	Ideas are not coherent. No transitions. Difficult to identify introduction, body, and conclusion.
Speech Organization	Outstanding organization well suited to purpose.	Clear organizational pattern.	General structure / organization seems adequate.	Lack of structure.
Oral Citations	Excellent references are made to research that develop speaker credibility.	Some references to research to establish	Only a few references to researched materials	Insufficient references to limited to limited research materials
Audience Interaction and/or awareness	Inspires audience to actively engage verbally or nonverbally during presentation.	Demonstrates audience awareness by adapting to verbal and/or nonverbal feedback.	Seems aware of audience but does not adapt to verbal or nonverbal feedback.	Fails to acknowledge audience verbal or nonverbal feedback.
Vocal Delivery	Tone is authentic and appropriate to topic. Volume varies at key points to support the verbal message and maintain audience's interest. Voice is natural to speaker and topic, talking with rather than at audience.	Tone fits verbal message changing for emphasis at appropriate moments. Volume allows audience to follow message.	Inconsistent use of voice to support message. Monotone passages interfere with audience's interest. Volume is too loud or soft.	Fails to maintain audience interest and support the verbal message due to excessive monotone and inappropriate volume.
Physical Delivery	Body language is expressive, dynamic, natural and comfortable. Gestures, facial expressions, eye contact and posture reinforce and enhance the verbal message.	Body language is an adequate support of the message. Movement and gestures clarify key points. Facial expressions, eye contact and posture seem natural.	Body language is minimally supportive of verbal message. Gestures, facial expressions and poor eye contact reflect speaker discomfort.	Body language is not supportive of the message, may contradict it. Gestures, facial expressions and posture are stiff or distracting. Virtually no eye contact with audience.

General Education Rubric

Competency: *Scientific Reasoning*

Note: Faculty may choose one criteria from this rubric to assess

The following rubric will be used to assess student’s Scientific Reasoning skills in Biological and Physical Science lab courses in General Education. A faculty member may use this assessment for any one class lab assignment, just as long as the lab assignment selected allows for an accurate measurement of at least one of the aspects of Scientific Reasoning included in the rubric below.

Scientific Reasoning	<i>Exceeds Competency</i>	<i>Demonstrates Competency</i>	<i>Approaches Competency</i>	<i>Below Competency</i>
Deductive and/or Inductive Approach to Inquiry	The student can produce an entirely valid conclusion through the application of either deductive or inductive reasoning.	The student can produce a mostly valid conclusion through the application of either deductive or inductive reasoning.	The student can produce a somewhat valid conclusion through the application of either deductive or inductive reasoning.	The student cannot produce a somewhat valid conclusion through the application of either deductive or inductive reasoning.
Methodical Problem-Solving	The student can apply a completely relevant and accurate scientific method/process to a problem.	The student can apply a mostly relevant and accurate scientific method/process to a problem.	The student can apply a somewhat relevant and accurate scientific method/process to a problem.	The student cannot apply a relevant and accurate scientific method/process to a problem.



General Education Rubric

Competency: *Effective Communication (Written)*

Note: Faculty may choose one criteria from this rubric to assess

Dear English Faculty,

You are being asked to assess your students’ written communication skills in ENC 1101 / ENC 1102. More specifically, we are asking you to assess each of your student’s ability to write effectively in an academic or professional setting. Please use a sample of each of your student’s writing to complete the rubric below. Any formal multi-paragraph essay is sufficient for the purpose of this assessment.

Written Communication	<i>Exceeds Competency</i>	<i>Demonstrates Competency</i>	<i>Approaches Competency</i>	<i>Below Competency</i>	<i>No Basis for Assessment</i>
Clarity of language	The writing is clear and eloquent. There are no significant errors in grammar, spelling, punctuation, and sentence structure.	The writing is clear. It contains few errors in grammar, spelling, punctuation, and sentence structure.	The writing is vague and/or contains a significant number of errors in grammar, spelling, punctuation, and sentence structure.	The writing is incoherent and contains a substantial number of errors in grammar, spelling, punctuation, and sentence structure.	
Organization	A clear, effective, and appropriate pattern of organization is employed.	A pattern of organization is employed and it is mostly effective.	The writing demonstrates limited organization and development.	The writing lacks organization and development.	
Support	Ideas are supported by relevant and credible evidence that is incorporated in an appropriate manner.	Ideas are supported by relevant and credible evidence, mostly incorporated in an appropriate manner.	Ideas are only occasionally supported by relevant and credible evidence.	The writing provides simplistic generalizations without adequate support.	