

Creighton University

Magis Core Curriculum Assessment Rubrics

Revised May 2022

Introduction

The goal of Creighton's Magis Core Curriculum is to provide a program of study for undergraduate students in the University infused with the humanities that will prepare them for a profession and challenge them to live as men and women for and with others. These assessment rubrics are used by faculty working with the Magis Core Curriculum Committee to evaluate if we have prepared our students for a profession and for living as men and women for and with others.

Preparation for Scoring

Faculty teaching core courses attend an assessment conference to learn more about the continuous improvement process. During this conference, faculty review course learning objectives and these assessment rubrics. Faculty agree on any adjustments to the rubrics and plan how they will score student work using the rubrics during this meeting.

Scoring

In the following academic year, these trained faculty members score student work using these assessment rubrics. Faculty submit student artifacts and scores on the University learning management system. Faculty then attend a second assessment conference in which they share their findings and discuss potential data-informed changes to their own courses and to the core curriculum more broadly.

Establishing a Benchmark

Faculty will establish baseline benchmarks for each component of the core curriculum during the assessment conferences. A baseline benchmark sets forth a starting point from which faculty can judge improvement in student learning over time.

Objectivity of Scoring

Members of the Magis Core Curriculum Committee will rate a random sample of student artifacts submitted by faculty members. Interrater reliability will be established and reported between committee member ratings and faculty member ratings. The committee members completing the ratings will have been trained to use the assessment rubrics along with the faculty members during an assessment conference.

Contemporary Composition Assessment Rubric

Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
Students will demonstrate an understanding of the processes for writing a well-structured and supported argument. <i>4.1.1</i>	Demonstrates comprehensive, reflective, self-aware revision, integrating feedback from instructor and/or peers.	Demonstrates successful revision, integrating feedback from instructor and/or peers, with less awareness of how or why the revision is successful and/or with fewer comprehensive changes.	Demonstrates rote incorporation of feedback of instructor and/or peers in the revision process with minimal self-awareness.	Demonstrates minimal revision or focuses on only cosmetic changes.		Student assignment cannot be assessed; for example, wrong type of assignment, assignment not aligned with this rubric, assignment not appropriate for learning objective.
Students will construct and effectively craft well-structured and supported arguments in writing. <i>2.1.2</i>	Uses sound structure and clear reasoning to craft nuanced, convincing arguments that are appropriate to genre expectations and audiences.	Uses sound structure and clear reasoning to craft effective arguments that are appropriate to genre expectations and audiences.	Attempts sound structure and/or clear reasoning to form simplistic arguments that acknowledge genre expectations and audience.	Lacks sound structure and/or clear reasoning in forming arguments, with little or no audience awareness.		
Students will find, evaluate, and use evidence to write effectively. <i>4.R.2</i>	Uses high-quality, relevant evidence to support ideas. Where appropriate, writer puts sources from various perspectives into conversation to advance claims. Writer frames evidence with nuance and skill.	Uses high-quality, relevant evidence to support ideas. Where appropriate, writer puts sources from various perspectives into conversation to advance claims.	Uses evidence of varied quality and/or relevance to support ideas. Writer may fail to frame evidence appropriately or put sources into conversation.	Uses evidence of varied or low quality and/or relevance. Evidence is offered with little or no framing or context and/or does not advance the writer's ideas.		

Critical Issues in Human Inquiry Assessment Rubric

Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
<p>Students will demonstrate the basic skills of information literacy, including critically evaluating information from sources and appropriately using and citing information.</p> <p><i>2.I.1</i></p>	<p><i>Thoroughly analyzes various positions and carefully evaluates the authority, relevance to context, and appropriateness of sources when presenting their own position. Always cites sources correctly.</i></p>	<p><i>Analyzes various positions and evaluates the authority, relevance to context, and appropriateness of sources when presenting their own position. Almost always cites sources correctly.</i></p>	<p><i>Simplistically analyzes positions and minimally evaluates authority, relevance to context, and/or appropriateness of sources when presenting their own position. Usually cites sources correctly.</i></p>	<p><i>Minimally analyzes positions and fails to demonstrate authority, relevance to context, and/or appropriateness of sources when presenting their own position. Sometimes cites sources correctly.</i></p>		<p>Student assignment cannot be assessed; for example, wrong type of assignment, assignment not aligned with this rubric, assignment not appropriate for learning objective.</p>
<p>Students will evaluate and critique the way systems of relative power and privilege are reinforced.</p> <p><i>6.R.2</i></p>	<p><i>Thoroughly compares and critiques complex behaviors and attitudes that maintain systems of relative power and privilege.</i></p>	<p><i>Compares and critiques the complex behaviors and attitudes that maintain systems of relative power and privilege.</i></p>	<p>Compares and critiques the behaviors and attitudes that maintain systems of relative power and privilege, <i>but lacks complexity.</i></p>	<p><i>Minimally compares the behaviors and attitudes that maintain systems of relative power and privilege.</i></p>		

Critical Issues in Human Inquiry Assessment Rubric—Continued						
Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
<p>Students will explain the concepts of “service,” “social justice,” and “human dignity” as they are understood within the Catholic and Jesuit traditions, and how they are influenced by systems of social differentiation and by relative power and privilege.</p> <p><i>3.E.1.1</i></p>	<p>The concepts of service, social justice, and human dignity as they are understood within the Catholic and Jesuit traditions are stated clearly, described comprehensively, and are incorporated meaningfully with relevant information. Articulates the complexity of the influence of systems of social differentiation and relative power and privilege on these concepts.</p>	<p>The concepts of service, social justice, and human dignity as they are understood within the Catholic and Jesuit traditions are stated, described, and clarified so that understanding is not seriously impeded by omissions. Articulates an understanding of systems of social differentiation, power, and privilege with some connections to the manner in which systems influence actions toward these concepts.</p>	<p>The concepts of service, social justice, and human dignity as they are understood within the Catholic and Jesuit traditions are <i>stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.</i> Articulates a <i>narrow understanding</i> of systems of social differentiation, power, and privilege as influencing factors in actions related to these concepts.</p>	<p>The concepts of service and social justice as they are understood within the Catholic and Jesuit traditions are <i>stated without clarification or description.</i> <i>Unable to articulate</i> how systems of social differentiation, power, and privilege influence actions related to these concepts or oblivious to these concepts.</p>		<p>Student assignment cannot be assessed; for example, wrong type of assignment, assignment not aligned with this rubric, assignment not appropriate for learning objective.</p>

Critical Issues in Human Inquiry Assessment Rubric—Continued						
Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
<p>Students will effectively deliver a formal oral extemporaneous presentation of at least 5 minutes in length that is appropriate for a specific audience, in terms of content, organization, and delivery.</p> <p>4.1.2</p>	<p>Delivery techniques make the presentation <i>compelling</i>, and speaker <i>appears polished and confident</i>. A <i>variety</i> of types of supporting materials make appropriate reference to information, or analysis that significantly supports the presentation or establishes the presenter’s credibility or authority on the topic.</p> <p>Organized so that listeners can fully follow the structure of the presentation.</p> <p>Central message is compelling.</p>	<p>Delivery techniques make the presentation <i>interesting</i>, and speaker appears <i>comfortable</i>. Supporting materials make <i>appropriate reference</i> to information, or analysis that significantly supports the presentation or establishes the presenter’s credibility or authority on the topic.</p> <p>Organized so that listeners can mostly follow the structure of the presentation.</p> <p>Central message is clear and consistent with supporting material.</p>	<p>Delivery techniques make the presentation <i>understandable</i>, and speaker appears <i>tentative</i>. Supporting materials make <i>appropriate reference</i> to information, or analysis that partially supports the presentation or establishes the presenter’s credibility or authority on the topic.</p> <p>Minimal organization making it difficult for listeners to follow the structure of the presentation.</p> <p>Central message is basically understandable but is often not repeated and not memorable.</p>	<p>Delivery techniques <i>detract from</i> the understandability of the presentation, and speaker appears <i>uncomfortable</i>. Insufficient materials make reference to information, or analysis that minimally supports the presentation or establishes the presenter’s credibility or authority on the topic.</p> <p>Lacks organization making it impossible for listeners to follow the structure of the presentation.</p> <p>Central message can be deduced but is not explicitly stated in the presentation.</p>	<p>E.G., less than five minutes.</p>	<p>Student assignment cannot be assessed; for example, wrong type of assignment, assignment not aligned with this rubric, assignment not appropriate for learning objective.</p>

Critical Issues in Human Inquiry Assessment Rubric—Continued						
Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
<p>Students will identify their own social locations and conditions and analyze a controversial issue by discussing their own values and perspectives and those of an unfamiliar community.</p> <p><i>6.R.1</i></p>	<p>Articulates insights into own social norms and biases (e.g., aware of how own experiences shape rules, recognizes and responds to cultural biases, shifting self-description). Interprets experiences from own perspective and more than one worldview. Articulates complex understanding of differences between communities.</p>	<p><i>Recognizes new perspectives</i> about own social norms and biases (e.g., not looking for sameness); <i>recognizes</i> experiences from own perspective and more than one worldview. Articulates <i>understanding of differences</i> between communities.</p>	<p><i>Identifies own social norms and biases</i> (e.g., has strong preference for rules shared with own communal group and seeks the same in others); <i>identifies components</i> of other perspectives but responds with own worldview. Articulates <i>some understanding</i> of differences between communities.</p>	<p>Shows <i>minimal awareness</i> of own social norms and biases; and is uncomfortable identifying communal differences with other. Views the experience of others but does so through own worldview. Articulates <i>minimal understanding</i> of differences between communities.</p>		<p>Student assignment cannot be assessed; for example, wrong type of assignment, assignment not aligned with this rubric, assignment not appropriate for learning objective.</p>

Oral Communication Assessment Rubric

Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
Students will describe basic components of an argument and recognize some common fallacies of arguments and misrepresentations of facts. <i>2.1.2</i>	Demonstrates mastery of basic components of an argument and common fallacies.	Clearly identifies the basic components of an argument and common fallacies so that understanding is not seriously impeded by omissions.	Identifies the basic components of an argument and common fallacies but leaves significant ambiguities.	Identifies some basic components of an argument and common fallacies.		Student assignment cannot be assessed; for example, wrong type of assignment, assignment not aligned with this rubric, assignment not appropriate for learning objective.
Students will research, choose, and use appropriate technologies to communicate effectively. <i>4.R.1</i>	Demonstrates effective communication employing appropriate technology and visual communication which makes clear the interdependence of language and meaning.	Demonstrates effective communication employing appropriate technology and visual communication which explicitly connects content and form, demonstrating awareness of purpose and audience.	Applies appropriate technology and visual communication which explicitly connects content and form.	Applies technology and visual communication to express content.		
Students will develop the basic skills of information literacy, including searching for information, critically evaluating information from sources, and appropriately using and citing information. <i>2.1.1</i>	<i>Demonstrates mastery at searching, evaluating, using, and citing scholarly sources.</i>	<i>Demonstrates effective searching, evaluating, using, and citing scholarly sources.</i>	Demonstrates ability to search, evaluate, and cite <i>scholarly sources</i> .	Demonstrates ability to search, evaluate, and cite sources.		

Mathematical Reasoning Assessment Rubric

Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
<p>Students will present and interpret quantitative information mathematically and graphically.</p> <p>2.R.2</p>	<p>Quantitative data <i>are correct</i>.</p> <p>Data are presented in a fashion which highlights patterns and supports understanding of the data.</p> <p>Logical progression between steps is correct and well justified.</p> <p>Conclusion is fully supported by the evidence.</p>	<p>Quantitative data are <i>substantially correct</i> with only minor errors or omissions which do not inhibit illustration of the broader patterns.</p> <p>Data are presented in a fashion which <i>adequately highlights</i> patterns or supports understanding of the data, <i>although the presentation may be capable of improvement</i>.</p> <p>Logical progression between steps is substantially correct and adequately justified, <i>possibly with some errors or omissions which do not significantly affect meaning or validity</i>.</p> <p>Conclusion is adequately supported by the evidence, <i>although additional information could be helpful</i>.</p>	<p>Quantitative data are <i>mostly correct</i>, possibly with some errors or omissions which inhibit illustration of the broader patterns.</p> <p>Data are presented in a fashion which is <i>confusing or obscures patterns</i>.</p> <p>Some logical progression between steps is shown, but it <i>contains gaps or inaccuracies which affect the meaning or validity</i>.</p> <p>Evidence is <i>insufficient or does not support the conclusion as stated</i>.</p>	<p>Quantitative data <i>are presented, but some are missing or include inaccuracies which suggest illusory patterns</i>.</p> <p>Data are presented in <i>haphazard or inappropriate fashion</i>.</p> <p>Logical progression between steps is <i>not explained</i>.</p> <p>Evidence is <i>missing or opposes the conclusion</i>.</p>		<p>Student assignment cannot be assessed; for example, wrong type of assignment, assignment not aligned with this rubric, assignment not appropriate for learning objective.</p>

Mathematical Reasoning Assessment Rubric—Continued						
Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
<p>Students will effectively use mathematical language appropriate to the audience, occasion, and context.</p> <p>4.P.2</p>	<p>Mathematical terminology and notation are employed correctly and effectively.</p> <p>Mathematical argument <i>thoroughly satisfies</i> the assigned task(s); assumptions and goals are <i>clearly stated</i>, and logical progression to the conclusion is clear.</p> <p>Student demonstrates a <i>thorough understanding</i> of context and audience; language selected is both precise and understandable by the desired audience, and level of detail is appropriate for the audience's background.</p>	<p>Mathematical terminology and notation are employed <i>with only minor errors or omissions that do not substantially affect the overall argument</i>.</p> <p>Mathematical argument <i>adequately satisfies</i> the assigned task(s); assumptions, goals, and logical progression are <i>reasonably clear, although some steps maybe vague, or explication may be uneven</i>.</p> <p>Student demonstrates <i>adequate consideration</i> of context and audience, <i>although language may be less than completely effective, and level of detail may be inconsistent or not wholly appropriate for the context</i>.</p>	<p>Mathematical terminology and notation contain <i>significant errors or omissions which impair the overall argument</i>.</p> <p>Mathematical argument addresses the assigned task(s) <i>but lacks clarity or omits details which significantly impair understanding of the argument</i>; assumptions or goals may be <i>incorrect or omitted, or logical progression may be unclear</i>.</p> <p>Student demonstrates <i>awareness of context and audience, but language may be imprecise or inappropriately technical, and statements may lack some detail or contain an excessive level of detail not appropriate to the audience</i>.</p>	<p>Significant mathematical terminology and notation are <i>missing, incorrect, or incorrectly used</i>.</p> <p>Mathematical argument is <i>missing, incorrect, or does not address the assigned task(s)</i>.</p> <p>Student demonstrates <i>minimal attention to context and audience</i>; language may be <i>excessively vague or technical, and detail maybe lacking to the extent that it impairs meaning</i>.</p>		<p>Student assignment cannot be assessed; for example, wrong type of assignment, assignment not aligned with this rubric, assignment not appropriate for learning objective.</p>

Philosophical Ideas Assessment Rubric

Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
<p>Students will identify and define the theories and concepts that philosophers of the Western tradition have used to attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life.</p> <p><i>3.B.1.1</i></p>	<p><i>Students demonstrate understanding, examine, and critique</i> the theories and concepts that philosophers of the Western tradition have used to attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life.</p>	<p><i>Students demonstrate understanding and examine</i> the theories and concepts that philosophers of the Western tradition have used to attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life.</p>	<p><i>Students demonstrate understanding of</i> the theories and concepts that philosophers of the Western tradition have used to attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life.</p>	<p><i>Students demonstrate awareness of</i> the theories and concepts that philosophers of the Western tradition have used to attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life.</p>		<p>Student assignment cannot be assessed; for example, wrong type of assignment, assignment not aligned with this rubric, assignment not appropriate for learning objective.</p>
<p>Students will formulate and defend conclusions of their own about at least one of the following topics: the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life.</p> <p><i>3.B.1.2</i></p>	<p><i>Students critically examine the arguments and concepts of</i> philosophers of the Western tradition that attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life in the formulation <u>and</u> defense of their conclusion.</p>	<p><i>Students make use of the arguments and concepts of</i> philosophers of the Western tradition that attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life in the formulation <u>and</u> defense of their conclusion.</p>	<p><i>Students demonstrate awareness of the arguments and concepts of</i> philosophers of the Western tradition that attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life in the formulation <u>and</u> defense of their conclusion.</p>	<p><i>Students demonstrate awareness of the arguments and concepts of</i> philosophers of the Western tradition that attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life in the formulation of their conclusion. <i>(but do not demonstrate awareness in the defense of concl.)</i></p>		

Philosophical Ideas Assessment Rubric--Continued						
Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
<p>Students will analyze and evaluate arguments and concepts of philosophers of the Western tradition that attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life.</p> <p><i>3.B.R.1</i></p>	<p>Students' analysis and evaluation of the arguments and concepts of philosophers of the Western tradition that attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life <i>is stated, developed, illustrated, and critiqued.</i></p>	<p>Students' analysis and evaluation of the arguments and concepts of philosophers of the Western tradition that attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life <i>is stated, developed, and illustrated.</i></p>	<p>Students' analysis and evaluation of the arguments and concepts of philosophers of the Western tradition that attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life <i>is stated and developed.</i></p>	<p>Students' analysis and evaluation of the arguments and concepts of philosophers of the Western tradition that attempt to grasp the truth about the ultimate nature of reality, the scope of human knowledge, and the nature of a good human life <i>is stated.</i></p>		<p>Student assignment cannot be assessed; for example, wrong type of assignment, assignment not aligned with this rubric, assignment not appropriate for learning objective.</p>

The Christian Tradition Assessment Rubric

Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
Students will identify and/or discuss the fundamental teachings, history, and practices of Christianity. 3.A.1.1	Discussion/ identification of specified fundamental teachings/history/ practices demonstrates <i>advanced understanding, general accuracy and completeness</i> , and minimal minor errors.	Discussion/ identification of specified fundamental teachings/history/ practices is <i>generally accurate and sufficient</i> , with no major errors and some minor errors.	Discussion/ identification of specified fundamental teachings/history/ practices <i>includes numerous minor errors and a few major errors</i> . It is somewhat inaccurate and/or incomplete.	Discussion/ identification of specified fundamental teachings/history/ practices <i>includes many major errors</i> and is largely inaccurate and/or incomplete.		Student assignment cannot be assessed; for example, wrong type of assignment, assignment not aligned with this rubric, assignment not appropriate for learning objective.
Students will identify and/or discuss the distinctive teachings, history, and practices of Catholicism. 3.A.1.2	Discussion/ identification of distinctive teachings, history, and practices of Catholicism demonstrates <i>advanced understanding, general accuracy and completeness</i> , and minimal minor errors.	Discussion/ identification of distinctive teachings, history, and practices of Catholicism is <i>generally accurate and sufficient</i> , with no major errors and some minor errors.	Discussion/ identification of distinctive teachings, history, and practices of Catholicism <i>includes numerous minor errors and a few major errors</i> . It is somewhat inaccurate and/or incomplete.	Discussion/ identification of distinctive teachings, history, and practices of Catholicism <i>includes many major errors</i> and is largely inaccurate and/or incomplete.		
Students will identify and/or describe the key elements of the Jesuit theological tradition, including its historical foundation, its spirituality, and its social engagement. 3.A.1.3	Discussion/ identification of the key elements of the Jesuit tradition demonstrates <i>advanced understanding, general accuracy and completeness</i> , and minimal minor errors.	Discussion/ identification of the key elements of the Jesuit tradition is <i>generally accurate and sufficient</i> , with no major errors and some minor errors.	Discussion/ identification of the key elements of the Jesuit tradition <i>includes numerous minor errors and a few major errors</i> . It is somewhat inaccurate and/or incomplete.	Discussion/ identification of the key elements of the Jesuit tradition <i>includes many major errors</i> and is largely inaccurate and/or incomplete.		

The Christian Tradition Assessment Rubric--Continued						
Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
<p>Students will identify and/or discuss particular challenges facing Christianity (in general) and the Catholic Church (more specifically) in the contemporary world, including but not limited to the ecological crisis.</p> <p>3.A.1.4</p>	<p>Discussion/identification of the particular challenges as specified by the objective demonstrates <i>advanced understanding, general accuracy and completeness</i>, and minimal minor errors.</p>	<p>Discussion/identification of the particular challenges, as specified by the objective, is <i>generally accurate and sufficient</i>, with no major errors and some minor errors.</p>	<p>Discussion/identification of the particular challenges, as specified by the objective, <i>includes numerous minor errors and a few major errors</i>. It is somewhat inaccurate and/or incomplete.</p>	<p>Discussion/identification of the particular challenges, as specified by the objective, <i>includes many major errors</i> and is largely inaccurate and/or incomplete.</p>		

Ethics Assessment Rubric

Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
Students will identify and define key terms, concepts, principles, and critiques of moral theories, including consequentialism, deontology, and virtue theory. <i>5.I.1</i>	Identification/definition of content specified by the objective is <i>accurate, with very few or no minor errors.</i>	Identification/definition of content specified by the objective <i>includes some significant minor errors but is generally accurate.</i>	Identification/definition of content specified by the objective <i>includes numerous minor errors, or a few major errors and is somewhat inaccurate.</i>	Identification/definition of content specified by the objective <i>includes many major/minor errors and is generally inaccurate.</i>		Student assignment cannot be assessed; for example, wrong type of assignment, assignment not aligned with this rubric, assignment not appropriate for learning objective.
Students will analyze and evaluate fundamental theories about the sources of moral obligation, moral virtue, justice, wisdom, and a good human life. <i>5.R.1</i>	Analysis and evaluation of content specified by the objective demonstrates <i>outstanding understanding and insight.</i>	Analysis and evaluation of content specified by the objective demonstrates <i>adequate understanding and insight and/or includes minor errors.</i>	Analysis and evaluation of content specified by the objective demonstrates <i>inconsistent understanding and insight and/or includes numerous minor errors, or a few major errors.</i>	Analysis and evaluation of content specified by the objective demonstrates <i>poor understanding and minimal insight and/or includes many major/minor errors.</i>		
Students will apply fundamental moral theories to complex practical situations. <i>5.R.2</i>	Application of content specified by the objective demonstrates <i>outstanding understanding and insight.</i>	Application of content specified by the objective demonstrates <i>adequate understanding and insight and/or includes minor errors.</i>	Application of content specified by the objective demonstrates <i>inconsistent understanding and insight and/or includes numerous minor errors, or a few major errors.</i>	Application of content specified by the objective demonstrates <i>poor understanding and minimal insight and/or includes many major/minor errors.</i>		

Ethics Assessment Rubric--Continued						
Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
<p>Students will critically evaluate their own ethical presuppositions and commitments in light of fundamental moral theories.</p> <p>5.R.3</p>	<p>Critical evaluation specified by the objective demonstrates <i>outstanding understanding and insight.</i></p>	<p>Critical evaluation specified by the objective demonstrates <i>adequate understanding and insight and/or includes minor errors.</i></p>	<p>Critical evaluation specified by the objective demonstrates <i>inconsistent understanding and insight and/or includes numerous minor errors, or a few major errors.</i></p>	<p>Critical evaluation specified by the objective demonstrates <i>poor understanding and minimal insight and/or includes many major/minor errors.</i></p>		

Global Perspectives in History Assessment Rubric

Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
<p>Students will identify and evaluate the relative significance of a variety of historical developments in shaping human societies and cultures using key components of historical analysis, such as periodization, assessment of agency, or contingency.</p> <p>3.C.R.3</p>	<p>The artifact identifies and explains several key historical developments in chronological order.</p> <p><i>And</i></p> <p>The artifact explains <i>the</i> multiple ways in which each has shaped human society and culture over time.</p>	<p>The artifact identifies and explains several key historical developments with few errors in chronology.</p> <p><i>And</i></p> <p>The artifact explains how each event has shaped human society and culture.</p>	<p>The artifact identifies and explains some key historical developments in a generally correct chronological order.</p> <p><i>And</i></p> <p>The artifact makes a general statement about the influence of events on the development of human society and culture.</p>	<p>The artifact identifies and explains some key historical developments with errors in chronological sequencing.</p> <p><i>And</i></p> <p>The artifact indicates that there were cause-and-effect relationships between historical events or phenomena without fully articulating their change or continuity influences.</p>		<p>Student assignment cannot be assessed; for example, wrong type of assignment, assignment not aligned with this rubric, assignment not appropriate for learning objective.</p>

Global Perspectives in History Assessment Rubric--Continued						
Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
<p>Students will form persuasive, evidence-based historical arguments that explain how certain key historical developments change over time and significantly shape human societies and cultures.</p> <p><i>3.C.R.4</i></p>	<p>The argumentation in the artifact is formed from relevant historical sources to develop and articulate a conclusion based in historical evidence and the argumentation in the artifact situates events within their broad and multifaceted historical contexts.</p> <p><i>and</i></p> <p>The argumentation in the artifact explains how key historical developments have shaped human society and culture over a defined expanse of time <i>to</i> fully articulate a persuasive, evidence-based analysis of the causes and consequences of human action.</p>	<p>The argumentation in the artifact states a conclusion based on limited—but relevant—historical evidence and the argumentation in the artifact situates events within their broad historical contexts.</p> <p><i>and</i></p> <p>The argumentation in the artifact explains how historical developments have shaped human society and culture over a defined expanse of time <i>to</i> fully articulate a persuasive, evidence-based analysis of the causes and consequences of human action and inaction.</p>	<p>The argumentation in the artifact states a general conclusion that is general and/or not sufficiently grounded in evidence.</p> <p><i>also</i></p> <p>The argumentation in the artifact situates some, but not all events, within their broader contexts or situates all events in narrow or incomplete contexts.</p> <p><i>and/or</i></p> <p>The argumentation in the artifact fails to explain how historical developments have shaped human society and culture over a defined expanse of time <i>to</i> articulate an evidence-based analysis of the causes and consequences of human action and inaction.</p>	<p>The argumentation in the artifact states an ambiguous, illogical, or unsupported conclusion.</p> <p><i>and/or</i></p> <p>The argumentation in the artifact refers to aspects of context without consistently explaining and connecting them to the historical subject under study.</p> <p><i>and/or</i></p> <p>The argumentation in the artifact does not engage the significance of historical events emphasizing instead a rote chronology of events <i>to</i> articulate an ambiguous, illogical, or unsupported conclusion about how historical developments have shaped human society and culture despite the availability of historical evidence.</p>		

Literature Assessment Rubric

Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
	Graded work: > 85%	Graded work: > 70%	Graded work: > 60%	Graded work: < 60%		
Students will evaluate visions of human experiences in their individual, social, and cultural aspects, as expressed by one or more contextually significant literary texts. <i>3.C.R.2</i>	Student analyzes the literary text in a way that showcases original thinking beyond reiterating others' claims, connecting the text to broader social and cultural forces. Student draws conclusions from the analysis to interpret the text in a way that thinks through its multiple dimensions and supports that thinking with textual evidence.	Student connects the portrayals of the individual to the social and cultural dimensions but does so in a limited and reductive manner. Student analyzes and interprets the text but does so in a reductive, limited, and one-dimensional way.	Student connects portrayals of individuals to broader social and cultural forces but reads such portrayals as sociological evidence rather than as literary form. Student analyzes the literary text but does not draw cohesive conclusions from that analysis.	Student does not connect literary portrayals of individuals to representation of social and historical forces. Student identifies the individual, social, and cultural dimensions but does not analyze them.		Student assignment cannot be assessed; for example, wrong type of assignment, assignment not aligned with this rubric, assignment not appropriate for learning objective.
Students will identify, interpret, and analyze individual and/or social and cultural dimensions of human experiences as represented in literary texts. <i>3.C.R.1</i>	Student evaluates the efficacy of interpretive frameworks in the analysis of one or more literary texts and clearly defines the stakes and implications of context. Student articulates how evaluating one or more texts in terms of their cultural context transforms the interpretation of any single text.	Student evaluates one or more texts but does not draw conclusions about the implications of examining them within their cultural context. The analysis puts text and contexts in conversation but does not think about how that transforms their interpretation.	Student analyzes one or more texts but does not put the text(s) within the same contextual framework or conversation.	Student simply mentions one or more texts and contexts without examining them in a concerted way.		

The Biblical Tradition Assessment Rubric

Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
Students will demonstrate familiarity with select portions of the Bible. 3.A.R.1	<i>Comprehensive familiarity</i> with select portions of the Bible is demonstrated with <i>no omissions or misrepresentations of the text.</i>	<i>Familiarity</i> with select portions of the Bible is demonstrated with <i>only minor omissions or misrepresentations of the text.</i>	<i>Moderate familiarity</i> with select portions of the Bible is demonstrated with <i>only occasional omissions or misrepresentations of the text.</i>	<i>A lack of familiarity</i> with select portions of the Bible is demonstrated by a <i>significant number of omissions and misrepresentations of the text.</i>		Student assignment cannot be assessed; for example, wrong type of assignment, assignment not aligned with this rubric, assignment not appropriate for learning objective.
Students will situate biblical texts within their original socio-historical contexts. 3.A.R.2	<i>A comprehensive understanding</i> of select biblical texts within their original socio-historical contexts is demonstrated.	<i>An understanding</i> of select biblical texts within their original socio-historical contexts is demonstrated with <i>only minimal deficiencies.</i>	<i>A moderate understanding</i> of select biblical texts within their original socio-historical contexts is demonstrated, <i>but with some omissions and misrepresentations of facts.</i>	<i>Insufficient understanding</i> of select biblical texts within their original socio-historical contexts is demonstrated by <i>significant omissions and misrepresentations of facts.</i>		
Students will identify or describe how biblical texts were composed and transmitted. 3.A.R.3	<i>Comprehensive knowledge</i> of how biblical texts were composed and transmitted is demonstrated, along with all information necessary for a full understanding.	<i>Knowledge</i> of how biblical texts were composed and transmitted is demonstrated with <i>only minimal deficiencies.</i>	<i>Moderate knowledge</i> of how biblical texts were composed and transmitted is demonstrated, <i>with some significant facts omitted.</i>	<i>Insufficient knowledge</i> of how biblical texts were composed and transmitted is demonstrated through <i>numerous omissions and misrepresentations of facts.</i>		

The Biblical Tradition Assessment Rubric--Continued						
Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
<p>Students will interpret biblical texts using various critical methodologies.</p> <p>3.A.R.4</p>	<p>Biblical texts are interpreted with <i>significant attention</i> to the text's literary and/or historical contexts, resulting in an interpretation that demonstrates nuance and insight.</p>	<p>Biblical texts are interpreted with <i>some attention</i> to the text's literary and/or historical contexts, resulting in a coherent interpretation relatively unaffected by omissions of relevant data.</p>	<p>Biblical texts are interpreted with <i>some attention</i> to the text's literary and/or historical contexts; however, salient textual and historical anomalies and ambiguities are ignored.</p>	<p>Biblical texts are interpreted with <i>some allusion to the text's literary and/or historical contexts</i>, without any indication of how the interpretation is supported by any relevant data.</p>		

Understanding Natural Science Assessment Rubric

Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
	Graded work: > 85%	Graded work: > 70%	Graded work: > 60%	Graded work: < 60%		
<p>Students will demonstrate an understanding of the nature of science and the scientific method.</p> <p><i>2.1.4</i></p>	<p>Describes key hallmarks of scientific inquiry. Identifies major elements of the scientific process and applies these accurately to examples, incorporating key definitions and ideas. Very few or no errors are present.</p>	<p>Describes key hallmarks of scientific inquiry. Identifies major elements of the scientific process and shows some ability to apply these to examples. Errors are limited in number and scope.</p>	<p>Describes some hallmarks of scientific inquiry. Identifies some elements of the scientific process and shows some ability to apply these to examples. Some errors are present and suggest meaningful misunderstandings of one or two concepts.</p>	<p>Describes some hallmarks of scientific inquiry. Identifies some elements of the scientific process. A number of errors may be present that suggest meaningful misunderstandings of multiple concepts, but errors are still not the norm.</p>		<p>Student assignment cannot be assessed; for example, wrong type of assignment, assignment not aligned with this rubric, assignment not appropriate for learning objective.</p>
<p>Students will identify the fundamental principles and concepts of at least one area of the natural sciences.</p> <p><i>3.D.1.1</i></p>	<p>Coherently describes and organizes ideas and information from one or more areas within a field of study. Effectively integrates multiple topics. Presents clear supporting examples. Limitations of theory or data are discussed when relevant. Very few or no errors are present.</p>	<p>Describes and organizes ideas and information from one or more areas within a field of study. Shows some ability to integrate topics. Presents at least one supporting example. Errors are limited in number and scope.</p>	<p>Describes ideas and information from one or more areas within a field of study. Presents at least one supporting example. Some errors are present and suggest meaningful misunderstandings of one or two concepts.</p>	<p>Describes ideas and information from one or more areas within a field of study. A number of errors may be present that suggest meaningful misunderstandings of multiple concepts, but errors are still not the norm.</p>		

Understanding Natural Science Assessment Rubric--Continued						
Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
<p>Students will effectively evaluate scientific claims.</p> <p><i>3.D.1.4</i></p>	<p>When relevant, identifies the elements of a claim that lend themselves to a scientific approach. Critically assesses the strength of scientific evidence for a claim, addressing multiple lines of evidence. When relevant, differentiates between higher- and lower-quality sources of evidence. Synthesizes evidence from multiple sources. Very few or no errors are present.</p>	<p>When relevant, identifies the elements of a claim that lend themselves to a scientific approach. Critically assesses the strength of scientific evidence for a claim using at least one clear line of evidence. When relevant, differentiates between higher- and lower-quality sources of evidence. Errors are limited in number and scope.</p>	<p>Demonstrates some ability to assess the strength of scientific evidence for a claim. Evidence is presented, but may be incomplete or not always clearly tied to conclusions. When relevant, demonstrates awareness that sources of evidence can differ in quality. Some errors are present and suggest meaningful misunderstandings of one or two concepts.</p>	<p>Demonstrates some ability to assess the strength of scientific evidence for a claim. Limited evidence is presented or connections to conclusions are generally unclear. A number of errors may be present that suggest meaningful misunderstandings of multiple concepts, but errors are still not the norm.</p>		

Notes

- In talking with instructors of UNS courses, it seems likely that many artifacts will consist of either whole exams or portions of exams. In those cases, our expectation (based on template rubrics) was that some standard exam-percentage-to-rubric-score conversion would be available to assessors. We aimed the rubric presented here at written and orally presented assignments.
- Because the specific nature of assignments used as artifacts vary, we tried to include flexible language in the rubric (“when relevant”) to avoid having overall scores lowered simply because one potential element was not part of the original prompt. At the same time, we did not want to exclude these elements entirely from the rubric since we hoped their presence would encourage instructors to consider including them in assignments.
- We specifically included language reflecting the number and scope of errors by students to try to make it easier to assess the appropriate impact of misunderstandings and actual errors on rubric scores.

Understanding Social Science Assessment Rubric

Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
<p>Students will demonstrate an understanding of the nature of at least one social science and its methods.</p> <p>2.1.3</p>	<p>Student demonstrated understanding of the nature of a social science. Some examples would include but are not limited to: the main topics of study in an area of social science, the defining characteristics of a social science, the underlying theories that guide investigations, or the ways social science can improve human and social relations.</p> <p>AND ALSO</p> <p>Demonstrated knowledge of the method of investigation within a social science; for example, observation, formulation of hypotheses, and development of a study proposal.</p>	<p>Student's work included some inaccuracies or lacunae in understanding of the nature of a social science,</p> <p>OR</p> <p>inaccuracies in the description of the social science methodology.</p>	<p>Student's work included some inaccuracies or lacunae in understanding of the nature of a social science,</p> <p>AND</p> <p>inaccuracies in the description of the social science methodology.</p>	<p>Student failed to demonstrate an understanding of the nature of a social science.</p> <p>OR</p> <p>Student's method of communication lacked clarity; for example, poorly written, difficult to hear, poor video quality.</p>		<p>Student assignment cannot be assessed; for example, wrong type of assignment, assignment not aligned with this rubric, assignment not appropriate for learning objective.</p>

Understanding Social Science Assessment Rubric--Continued						
Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
<p>Students will identify the fundamental principles and concepts of at least one area of the social sciences.</p> <p>3.D.1.2</p>	<p>Student identified the fundamental principles and concepts in one area of social science. Some examples would include but are not limited to: a description of effective communication strategies, identification of research-based theories of human development, description of theories and principles that can be used to better understand the social world, description of research-based hypotheses about human behavior, or identification of the principles of Catholic social teaching.</p>	<p>Student identified principles and concepts in a social science, BUT student's knowledge is somewhat inaccurate; for example, principles stated incorrectly, concepts described incorrectly, theories described that are not based on commonly accepted research, hypotheses stated incorrectly.</p>	<p>Student identified principles and concepts in a social science, BUT student's method of communicating the principles and concepts lacks quality and clarity; for example, not well written, difficult to hear, poor video quality, principles cited without any supporting research, discussed ineffective strategies.</p>	<p>Student DID NOT identify principles and concepts in an area of the social sciences.</p>		

Understanding Social Science Assessment Rubric--Continued						
Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
<p>Students will effectively evaluate social scientific claims.</p> <p><i>3.D.1.3</i></p>	<p>Student effectively evaluated and critiqued social scientific claims and/or research. Some examples would include but are not limited to: Student submitted a peer-review type essay of an article in a social scientific journal in which the student provided clear support for their critique; student critically evaluated the accuracy or consistency of a statement, finding, or theory in social science and provided clear support for their critique; student critically analyzed a policy or practice from a social justice perspective and provided clear support for their critique.</p>	<p>Student evaluated and critiqued social scientific claims and/or research, BUT the student did not provide clear support for their critique; for example, supporting reasons are not credible, supporting reasons do not fit with critique, supporting reasons are poorly articulated.</p>	<p>Student evaluated and critiqued social scientific claims and/or research, BUT the student did not provide any support for their critique.</p>	<p>Student DID NOT engage in evaluating social scientific claims and/or research.</p>		

Fine Arts Assessment Rubric (Magis Arts and Sciences Core)

Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
Students will construct and effectively deliver aesthetically sound forms of artistic expression. <i>4.1.3</i>	Creates an entirely new object, solution or idea that is appropriate to the domain. Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product. Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Evaluates a creative process and/or product using domain-appropriate criteria. Creates a novel or unique idea, question, format, or product which incorporates new directions or approaches.	Successfully adapts an appropriate exemplar to his/her own specifications. Experiments with creating a novel or unique idea, question, format, or product.	Successfully reproduces an appropriate exemplar. Stays strictly within the guidelines of the assignment. Reformulates a collection of available ideas.		Student assignment cannot be assessed; for example, wrong type of assignment, assignment not aligned with this rubric, assignment not appropriate for learning objective.
Students will identify leading genres and analyze compositional elements within a given form of artistic expression. <i>3.C.1.1</i>	Articulates specific distinctions across an array of works within and across a wide array of genres, monitoring and adjusting viewing/listening strategies and expectations based on generic nuances of particular works.	Recognizes and reflects across an array of significant genres and identifies specific characteristic conventions of each.	Recognizes comparisons across several key genres and identifies some basic distinctions between them.	Applies tacit genre knowledge to a variety of works in productive, if unreflective, ways.		
Students will evaluate a form of artistic expression analytically and critically. <i>3.C.R.5</i>	Specific position/evaluation is imaginative, well informed, and accounts for the complexities inherent in any particular work. Limits of position are acknowledged, and other strategies are considered and synthesized within the evaluation.	Specific position/evaluation is well informed and accounts for the complexities inherent in any particular piece of work.	Specific position/evaluation accounts for the multiple aspects of a form of artistic expression that must be considered within an evaluation or analysis.	Specific position or opinion on a form of artistic expression is stated but is simplistic and obvious.		

Foreign Language Assessment Rubric (Magis Arts and Sciences Core)

Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
<p>Students will demonstrate basic competence in communicating in a language that is not their first language.</p> <p>4.1.4</p>	<p>Students exceed the objective.</p> <p>For modern languages, students express meaning freely beyond learned phrases. Students understand oral and written information at an advanced undergraduate level in personal and social contexts. Students exceed practical writing needs, expressing themselves at an advanced undergraduate level of the language learned.</p> <p>For ancient languages, students demonstrate knowledge of grammar, syntax, and vocabulary at an advanced undergraduate level and can translate ancient works into clear, idiomatic English.</p>	<p>Students meet the objective.</p> <p>Students express meaning by relying on learned phrases or a re-combination of these. Students understand oral and written information at an intermediate undergraduate level in personal and social contexts. Students meet practical writing needs, expressing themselves at an intermediate undergraduate level of the language learned.</p> <p>For ancient languages, students demonstrate knowledge of grammar, syntax, and vocabulary at an intermediate undergraduate level and can translate ancient works into an accurate albeit literal translation.</p>	<p>Students do not meet the objective.</p> <p>Students have difficulty expressing meaning even when relying on learned phrases or a re-combination of these. Students have trouble understanding oral and written information at a beginning undergraduate level in personal and social contexts. Students do not meet basic writing needs nor competently express themselves at a beginning undergraduate level of the language learned.</p> <p>For ancient languages, students demonstrate knowledge of grammar, syntax, and vocabulary at a beginning undergraduate level, yet students cannot translate ancient works accurately.</p>	<p>Not enough to evaluate.</p>		<p>Student assignment cannot be assessed; for example, wrong type of assignment, assignment not aligned with this rubric, assignment not appropriate for learning objective.</p>

Intersections Assessment Rubric (Note. Curriculum Committee is Revising)

Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
<p>Students will become engaged in a problem, explore its complexity through critical reading and research, analyze and evaluate alternative solutions, and justify a chosen solution with a reasoned argument.</p> <p>2.P.1</p>	<p>(1) Identifies a creative, focused, and manageable topic and/or project that addresses potentially significant yet previously less-explored aspects of the problem.</p> <p>(2) Synthesizes in-depth information from relevant sources representing various points of view/approaches.</p> <p>(3) Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.</p> <p>(4) States a conclusion that is a logical extrapolation from the inquiry findings.</p>	<p>(1) Identifies a focused and manageable/doable topic and/or project that appropriately addresses relevant aspects of the problem.</p> <p>(2) Presents in-depth information from relevant sources representing various points of view/approaches.</p> <p>(3) Organizes evidence to reveal important patterns, differences, or similarities related to focus.</p> <p>(4) States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.</p>	<p>(1) Identifies a topic and/or project that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.</p> <p>(2) Presents information from relevant sources representing limited points of view/approaches.</p> <p>(3) Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.</p> <p>(4) States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.</p>	<p>(1) Identifies a topic and/or project that is far too general and wide-ranging as to be manageable and doable.</p> <p>(2) Presents information from irrelevant sources representing limited points of view/approaches.</p> <p>(3) Lists evidence, but It is not organized and/or is unrelated to focus.</p> <p>(4) States an ambiguous, illogical, or unsupported conclusion from inquiry findings.</p>		<p>Student assignment cannot be assessed; for example, wrong type of assignment, assignment not aligned with this rubric, assignment not appropriate for learning objective.</p>
<p>Students will describe personal involvement in work related to service and/or advocacy for social justice.</p> <p>3.E.1.2</p>	<p>Student’s personal involvement in work related to service and/or advocacy for social justice is stated clearly and described comprehensively.</p>	<p>Student’s personal involvement in work related to service and/or advocacy for social justice is stated, described, and clarified so that understanding is not seriously impeded.</p>	<p>Student’s personal involvement in work related to service and/or advocacy for social justice is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.</p>	<p>Student’s personal involvement in work related to service and/or advocacy for social justice is stated without clarification.</p>		

Intersections Assessment Rubric--Continued						
Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
Students will integrate learning from various disciplines and experiences to articulate their vision of justice, of serving the common good, and of working as agents of social justice as community leaders and global citizens. <i>3.E.P.1</i>	Meaningfully synthesizes connections among experiences with various disciplines inside and/or outside of the formal classroom to deepen understanding and to broaden their own vision of justice, of serving the common good, and of working as agents of social justice as community leaders and global citizens.	Effectively selects and develops examples of experiences, drawn from a variety of disciplines , to illuminate their vision of justice, of serving the common good, and of working as agents of social justice as community leaders and global citizens.	Compares experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than their own vision of justice, of serving the common good, and of working as agents of social justice as community leaders and global citizens.	Identifies connections between experiences and those academic texts and ideas perceived as similar and related to their own vision of justice, of serving the common good, and of working as agents of social justice as community leaders and global citizens.		
Students will apply analytical tools, content knowledge, and ethical principles to contextualize social conditions, evaluate the consequences of injustices, and identify opportunities to promote social justice. <i>3.E.P.2</i>	Connects and extends analytic tools, content knowledge, and ethical principles to contextualize social conditions, understand consequences of injustices, and identify opportunities to promote social justice.	Utilizes analytic tools, content knowledge, and ethical principles making relevant connections to contextualize social conditions, understand consequences of injustices, and identify opportunities to promote social justice.	Begins to utilize analytic tools, content knowledge, and ethical principles to contextualize social conditions, understand consequences of injustices, and identify opportunities to promote social justice.	Begins to identify analytic tools, content knowledge, and ethical principles that are relevant to contextualize social conditions, understand consequences of injustices, and identify opportunities to promote social justice.		

Doing Natural Science Assessment Rubric (Magis Arts and Sciences Core; capstone for University Learning Outcome 3D)

Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
<p>Students will generate a natural scientific hypothesis and design an investigation to examine or test the hypothesis.</p> <p><i>3.D.R.4</i></p>	<p>(1) A testable hypothesis is developed and clearly stated. It is not overly simplistic and is relevant based on the data provided or the assignment parameters.</p> <p>(2) The proposed investigation is clearly developed: it is creative, logical, well contextualized, and the specific aims are effectively defined.</p> <p>(3) The proposed investigation fully tests the hypothesis and if performed correctly, the experimental outcome of the proposed investigations will support or refute the proposed hypothesis.</p> <p>(4) In the experimental design, the student thoughtfully considers appropriate variables, limitations, and/or pitfalls of the proposed investigations and considers alternatives.</p>	<p>(1) A testable hypothesis is developed and clearly stated. It is not overly simplistic and is relevant based on the data provided or the assignment parameters.</p> <p>(2) The proposed investigation is well developed.</p> <p>(3) The proposed investigation fully tests the hypothesis and if performed correctly, the experimental outcome of the proposed investigations will support or refute the proposed hypothesis.</p> <p>(4) In the experimental design, the student considers appropriate variables and/or limitations of the proposed investigations.</p>	<p>(1) A testable hypothesis is developed but not clearly stated. The hypothesis is relevant based on the data provided or the assignment parameters.</p> <p>(2) The proposed investigation is somewhat clearly developed and is appropriate to the discipline.</p> <p>(3) The experimental design does not fully test the hypothesis, either because the proposed experiments are incomplete, or they are inappropriate for the question being asked.</p>	<p>(1) A testable hypothesis is not developed. The hypothesis is not relevant based on the data provided or the assignment parameters.</p> <p>(2) The proposed investigation is not clearly developed or is not appropriate to the discipline.</p> <p>(3) The experimental design does not align with the hypothesis.</p> <p>(4) Any results would neither support nor refute the hypothesis.</p>		<p>Student assignment cannot be assessed; for example, wrong type of assignment, assignment not aligned with this rubric, assignment not appropriate for learning objective.</p>

Doing Natural Science Assessment Rubric--Continued						
Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
<p>Students will carry out a natural scientific inquiry (individually or collaboratively) and communicate its essential elements.</p> <p>3.D.R.3</p>	<p>(1) Students describe the purpose of the experiment, methods, and results accurately and clearly.</p> <p>(2) Students draw accurate conclusions supported by data, recognize the limitations of the data, and anticipate next steps.</p> <p>(3) Students effectively incorporate principles and terminology from the relevant scientific discipline(s) and integrate appropriate concepts to put the work into a broader context.</p>	<p>(1) Students describe the purpose of the experiment, methods, and/or results accurately and clearly.</p> <p>(2) Students draw reasonable conclusions, but they may be incomplete or not entirely supported by data. Students recognize the limitations of the data.</p> <p>(3) Students incorporate some principles and terminology from the relevant scientific discipline(s) and, at least partially, integrate appropriate concepts to put the work into a broader context.</p>	<p>(1) Students describe the purpose of the experiment and methods accurately, for the most part, but the description may be incomplete or unclear.</p> <p>(2) Students present results accurately, for the most part, but draw conclusions that are inaccurate or incomplete.</p> <p>(3) Students do not always appropriately incorporate principles and terminology from the relevant scientific discipline(s).</p>	<p>(1) Students fail to include one or more essential elements in the description. Students inaccurately describe the purpose of the experiment and/or the methods.</p> <p>(2) Students present results inaccurately and/or draw inaccurate conclusions.</p> <p>(3) Students do not appropriately incorporate principles and terminology from the relevant scientific discipline(s).</p>		

Doing Social Science Assessment Rubric (Magis Arts and Sciences Core; capstone for University Learning Outcome 3D)

Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
Students will identify the limitations of a particular social scientific method. <i>3.D.P.2</i>	Student thoroughly and appropriately identified limitations in the methods, design, and/or conclusions of a study.	Student appropriately, identified limitations in the methods, design, and/or conclusions of the study, although they were not exhaustive in doing so.	Student attempted to identify some, but not all, limitations in the methods, design, and/or conclusions of the study.	Student either did not identify or were not accurate in identifying the limitations in the methods, design, and/or conclusions of the study.		Student assignment cannot be assessed; for example, wrong type of assignment, assignment not aligned with this rubric, assignment not appropriate for learning objective.
Students will generate a social scientific research question and design an investigation to examine the question. <i>3.D.P.1</i>	Student designed a study that appropriately addressed a research question. The proposed methods are appropriate , and the student thoroughly explained the patterns of results that would address the proposed research question.	Student designed a study that addressed a research question. The proposed methods are somewhat appropriate , and the student explained the patterns of results that would address the proposed research question, though not always effectively.	Student attempted to design a study that addressed a research question. The proposed methods are not completely appropriate and/or the student did not completely explain the pattern of results that would address the proposed research question.	Student struggled to design a study that addressed a research question. The proposed methods were not appropriate , and the student did not explain the pattern of results that would address the proposed research question.		
Students will perform some mode of social scientific inquiry (individually or collaboratively) and communicate its essential elements. <i>3.D.R.5</i>	Student conducted a social science inquiry using appropriate methods and analyses. They also effectively communicated relevant literature, methodology, and their findings.	Student conducted a social science inquiry sometimes using appropriate methods and analyses. They also communicated relevant literature, methodology, and their findings, though not always effectively.	Student attempted to conduct a social science inquiry sometimes using appropriate methods and analyses. They also attempted to communicate relevant literature, methodology, and their findings, though not always effectively.	Student struggled to conduct a social science inquiry and analyses. Student struggled to communicate relevant literature, methodology, and findings.		

Ultimate Questions Assessment Rubric (Note. Curriculum Committee is Revising)

Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
<p>Students will analyze and evaluate, in a systematic way, concepts and arguments concerning the relationship of human persons to God, ultimate reality, and the search for truth, drawing on historical and contemporary resources from either philosophy or theology, engaging the Jesuit, Catholic intellectual tradition.</p> <p>3.AB.P.3</p>	<p>The student interprets historical and contemporary resources from philosophy or theology <u>to comprehensively and systematically analyze</u> concepts and arguments, including but not limited to Ignatian concepts, concerning the relationship of human persons to God, ultimate reality, and the search for truth.</p>	<p>The student attempts to interpret historical and contemporary resources from philosophy or theology <u>to coherently analyze</u> concepts and arguments, including but not limited to Ignatian concepts, concerning the relationship of human persons to God, ultimate reality, and the search for truth.</p>	<p>The student uses historical and contemporary resources from philosophy or theology <u>to analyze</u> concepts and arguments, including but not limited to Ignatian concepts, concerning the relationship of human persons to God, ultimate reality, and the search for truth.</p>	<p>The student uses historical and contemporary resources from philosophy or theology <u>to outline</u> concepts and arguments, including but not limited to Ignatian concepts, concerning the relationship of human persons to God, ultimate reality, and the search for truth.</p>		<p>Student assignment cannot be assessed; for example, wrong type of assignment, assignment not aligned with this rubric, assignment not appropriate for learning objective.</p>
<p>Students will express a complex and critical understanding of answers to ultimate questions and religious faith in the context of their own experience.</p> <p>3.AB.P.2</p>	<p>The student reflectively expresses their own experience, acknowledges the limits of their perspective, <u>and synthesizes the perspectives of others with their own perspective.</u></p>	<p>The student reflectively expresses their own experience, acknowledges the limits of their perspective, <u>and acknowledges the perspectives of others.</u></p>	<p>The student expresses their own experience and acknowledges that different perspectives exist.</p>	<p>The student expresses their own experience as normative for the issue.</p>		

Ultimate Questions Assessment Rubric--Continued						
Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
<p>Students will formulate and defend their own reasoned and integrated conclusions concerning the relationship of human persons to God, ultimate reality, and the search for truth in light of either philosophical reason or systematic theology or both.</p> <p><i>3.AB.P.1</i></p>	<p>The student crafts a creative or imaginative argument that is logical and well-reasoned, <u>acknowledges the limits of their position</u>, and offers an accurate synthesis of other viewpoints.</p>	<p>The student crafts an argument that is logical and well-reasoned, <u>acknowledges the limits of their position</u>, and offers an accurate synthesis of other viewpoints.</p>	<p>The student draws a conclusion from evidence chosen to fit that conclusion, <u>identifies some of the limits of their position</u>, and acknowledges other viewpoints.</p>	<p>The student states a simplistic and unsubstantiated conclusion, <u>oversimplifies the limits of their position</u>, and oversimplifies other viewpoints.</p>		

Designated Ethics Assessment Rubric (Capstone for University Learning Outcome 5)

Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
Students will distinguish the morally relevant features of complex practical situations in the context of a chosen academic discipline, profession, or sphere of ethical responsibility. <i>5.P.1</i>	Student evaluates how different moral terms, concepts, and values are relevant within the complexities of a discipline-specific situation and recognizes relationships among the morally relevant features of the situation.	Student analyzes how different moral terms, concepts, and values are relevant within the complexities of a discipline-specific situation.	Student demonstrates understanding about why particular moral terms, concepts, and values are relevant within a discipline-specific context.	Student demonstrates understanding of basic moral terms, concepts, and values (e.g., justice, fairness, dignity, agency).		Student assignment cannot be assessed; for example, wrong type of assignment, assignment not aligned with this rubric, assignment not appropriate for learning objective.
Students will apply fundamental moral theories and principles, such as consequentialism, deontology, and/or virtue theory in a chosen academic discipline, profession, or sphere of ethical responsibility. <i>5.P.2</i>	Student evaluates the strengths and limitations of one or more fundamental moral theories as it applies to one's chosen discipline and/or suggests how alternatives theories might be applied.	Student analyzes how/why one or more fundamental moral theories and/or concepts/principles operate within a discipline-specific context.	Student illustrates how one or more moral theories and/or concepts/principles operate within a discipline-specific context.	Student demonstrates awareness of fundamental moral theories and/or concepts/principles therein.		
Students will critically evaluate the relationship between their ethical presuppositions, their responsibilities to society, and the values of their chosen academic discipline, profession, or sphere of ethical responsibility. <i>5.P.3</i>	Student critically evaluates (e.g., suggests implications, assumptions, shortcomings) the relationships among values within their chosen academic discipline, profession, or sphere of ethical responsibility, one's own moral compass, and responsibilities to society.	Student discerns the relationships among values within their chosen academic discipline, profession, or sphere of ethical responsibility, one's own moral compass, and responsibilities to society.	Student demonstrates awareness of values within their chosen academic discipline, profession, or sphere of ethical responsibility and either reflects upon one's own moral compass or considers responsibilities to society.	Student demonstrates awareness of values within their chosen academic discipline, profession, or sphere of ethical responsibility.		

Designated Oral Communication Assessment Rubric (Capstone for University Learning Outcome 4)

Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
Students will effectively design a formal oral presentation appropriate for a specific disciplinary audience, e.g., topic, purpose, supporting material, organization, and language. <i>4.P.1</i>	Demonstrates repeated capacity to connect speaker, audience, and topic through detailed attention to and successful execution of a wide range of conventions particular to a specific discipline , e.g., organization, content, stylistic choices, and imaginative or compelling language that enhances the effectiveness of the presentation.	Attempts to identify with audience by drawing connections to topic. Employs consistent use of important conventions particular to a specific discipline , e.g., organization, content, stylistic choices, and language that effectively communicates ideas and enhances the presentation, as appropriate to the speaker, purpose, and audience.	Follows expectations appropriate to a specific discipline for basic organization , content, style, and language appropriate to the audience.	Recognizes expectations of and attempts to use a consistent system for basic organization , content, and language appropriate to the presentation, but fails to do so in one or more areas.		Student assignment cannot be assessed; for example, wrong type of assignment, assignment not aligned with this rubric, assignment not appropriate for learning objective.
Students will effectively deliver a formal oral presentation appropriate for a specific disciplinary audience, e.g., vocal variety, articulation, and physical behaviors. <i>4.P.2</i>	Speaker skillfully aligns delivery with topic, purpose, and audience . Delivery techniques make the presentation compelling, and speaker appears polished and confident .	Speaker's delivery adapts to situation and audience to achieve the presentation's purpose . Delivery techniques make the presentation interesting, and speaker appears comfortable .	Speaker's delivery is appropriate in tone to the presentation topic, purpose, and audience. Delivery techniques make the presentation understandable, and speaker appears to have practiced .	Speaker's delivery is not appropriate in tone to presentation topic, purpose, and/or audience. Delivery techniques distract from the understandability of the presentation, and speaker appears tentative .		

Designated Statistical Reasoning Assessment Rubric

Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
	**Graded work: > 90%	Graded work: > 80%	Graded work: > 70%	Graded work: < 70%		
Students will correctly perform discipline-appropriate statistical analysis to evaluate quantitative information. <i>3.D.R.2</i>	Analyses are successful and sufficiently comprehensive to solve the problem.	Correct analysis is performed , but includes minor errors.	Correct analysis is selected , but multiple errors in execution are present.	Analysis is attempted , but contains significant errors (e.g., performed incorrect analysis, omitted significant portions of analysis)		Student assignment cannot be assessed; for example, wrong type of assignment, assignment not aligned with this rubric, assignment not appropriate for learning objective.
Students will correctly produce a discipline-appropriate graphical representation of quantitative information. <i>3.D.R.1</i>	Student produces a publication-quality, discipline-appropriate graphical representation of quantitative information (e.g., appropriate use of labels, colors, etc., professional appearance).	Student produces a quality, discipline-appropriate graphical representation of quantitative information. Improvements to overall aesthetics still possible.	Student produces a basic (e.g., software default), discipline-appropriate graphical representation of quantitative information, <u>or</u> their representation includes minor errors .	Creation of a graphical representation of quantitative information is attempted , but is inaccurately executed or includes significant errors.		
Students will draw qualified conclusions and discuss meaningful interpretations from their statistical analysis of quantitative information. <i>2.R.3</i>	Student draws correct statistical conclusions , <i>meaningful interpretations</i> , and appropriately qualified inferences based on their statistical analysis.	Student draws correct statistical conclusions and <i>attempts meaningful interpretation</i> , but <i>lacks depth or nuance in their conclusions</i> (e.g., fails to recognize limitations or qualifications, minimal elaboration, etc.).	Student draws the appropriate statistical conclusion , but <i>lacks meaningful interpretation</i> of their conclusion.	Student draws inaccurate conclusions or interpretations from their statistical analyses of quantitative information.		

Designated Technology Assessment Rubric (Capstone for University Learning Outcome 2)

Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
<p>Students will recognize that technology and the digitization of knowledge are powerful tools and will identify potential dangers concerning reliability, privacy, security, and/or equity.</p> <p><i>2.P.2</i></p>	<p>Described clearly and demonstrated a FULL understanding of BOTH (1) the capabilities of technology and the digitization of knowledge AND (2) the potential dangers in THREE or more of the following domains: reliability, privacy, security, or equity.</p>	<p>Described and demonstrated ADEQUATE understanding of BOTH (1) the capabilities of technology and the digitization of knowledge AND (2) the potential dangers in TWO of the following domains: reliability, privacy, security, or equity.</p>	<p>Described and demonstrated SOME understanding of BOTH (1) the capabilities of technology and the digitization of knowledge AND (2) the potential dangers in ONE of the following domains: reliability, privacy, security, or equity.</p>	<p>Described and demonstrated LITTLE understanding of EITHER (1) the capabilities of technology and the digitization of knowledge OR (2) the potential dangers in ONE of the following domains: reliability, privacy, security, or equity.</p>		<p>Student assignment cannot be assessed; for example, wrong type of assignment, assignment not aligned with this rubric, assignment not appropriate for learning objective.</p>
<p>Students will use computers and/or related technology effectively for three of the following: research/creative production, analysis, communication, or collaborative work as appropriate for their discipline.</p> <p><i>2.R.1</i></p>	<p>Effectively used computers or other related technology for ALL of the following: research/creative production, analysis, communication, and collaboration.</p>	<p>Proficiently used computers or other related technology for THREE of the following: research/creative production, analysis, communication, and collaboration.</p>	<p>Adequately used computers or other related technology for TWO of the following: research/creative production, analysis, communication, and collaboration.</p>	<p>Used computers or other related technology for ONE of the following: research/creative production, analysis, communication, and collaboration.</p>		

Designated Written Communication Assessment Rubric (Capstone for University Learning Outcome 4)

Learning Objectives	Advanced (4)	Proficient (3)	Progressing (2)	Beginning (1)	Does Not Meet Beginning Criterion (0)	Not Applicable
Students will review their own writing critically, employing creative thinking and problem solving in the process of revision and editing. <i>4.R.3</i>	Revisions to the writing demonstrate capacity to apply feedback consistently throughout the entire draft, beyond what was identified in earlier draft. Student demonstrates self-awareness in how the revisions enhance the draft.	Revisions to the writing demonstrate capacity to apply feedback. Student articulates both strengths and weaknesses of prior draft.	Revisions to the writing are structural and/or organizational but may not fully embrace all feedback. Student begins to articulate strengths and/or weaknesses of prior draft.	Revisions to the writing are superficial and/or cosmetic . Student is unable to articulate strengths and/or weaknesses of prior draft.		Student assignment cannot be assessed; for example, wrong type of assignment, assignment not aligned with this rubric, assignment not appropriate for learning objective.
Students will demonstrate quality writing appropriate for a specific disciplinary audience. <i>4.P.1</i>	A <i>persuasive argument</i> that <u>engages critically</u> the disciplinary audience with <u>appropriate sources</u> ; draws nuanced claims and intervenes in an unique and/or original manner.	A <i>coherent argument</i> that <u>engages</u> the disciplinary audience through <u>appropriate sources</u> .	A <i>simplistic or reductive argument</i> is made and the student has a <u>basic awareness</u> of the disciplinary audience and uses <u>inappropriate and/or inadequate sources</u> .	<i>Incoherent or basic argument</i> with <u>little or no awareness</u> of disciplinary audience.		