

SAMPLE RUBRICS FOR ASSESSING KU CORE EDUCATIONAL GOALS

Core Goal #3: Develop a basis of knowledge across fundamental areas of study.

Learning Outcome: Upon reaching this goal, students will be able to: *Demonstrate basic competence in the principles, theories, and investigative and interpretive methods used in each of the following: arts and humanities, natural and mathematical sciences, and social sciences.*

	Exceeds Expectations 4	Expected 3	Satisfactory 2	Unacceptable 1
Demonstration of contextual knowledge through appropriate identification, definition or description.	Correctly identifies both major and some minor figures and/or precedents in the discipline. Correctly defines key concepts and principles within the discipline and is able to make meaningful intellectual connections. Is able to describe theories and/or methods appropriately within the discipline.	Correctly identifies major figures and/or precedents in the discipline. Correctly defines key concepts and principles within the discipline. Is able to describe theories and/or methods accurately within the discipline.	With a minimum 70% accuracy, the student is able to do one of the following: a) identify major figures and/or precedents in the discipline; b) define key concepts and principles within the discipline; and/or c) describe theories and/or methods accurately within the discipline.	Is less than 70% accurate on all of the following: a) identifying major figures and/or precedents in the discipline; b) defining key concepts and principles within the discipline; and c) describing theories and/or methods accurately within the discipline.
Ability to cite appropriate evidence/ precedent to persuasively and/or logically extend or defend a line of thought.	Communicates, organizes and synthesizes appropriate evidence/precedent from sources to either persuasively/logically extend or defend a line of thought, with clarity and depth.	Communicates, organizes and synthesizes appropriate evidence/precedent from sources to either persuasively/logically extend or defend a line of thought.	Communicates and organizes information from sources; synthesis may be weak but the intended purpose is minimally achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately.
Ability to apply principles, theory, and/or methods.	Applies principles, theories, and/or methods to original project appropriately and accurately; project meets standards of excellence in the discipline.	Applies principles, theories, and/or methods accurately to project. Intended purpose achieved.	Applies principles, theories, and/or methods; synthesis may be weak but the intended purpose is minimally achieved.	Connection between principles, theories, and/or methods and project unclear, inaccurate, or inappropriate.

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To be approved for inclusion in the KU Core curriculum, course applications must include a plan to develop evidence and evaluation of student learning, documenting that students have met the criteria associated with the learning outcome that students in your course will achieve. As an aid in meeting this expectation, the committees that developed the goals, learning outcomes, and criteria of the KU Core (the satellite and transition committees) also drafted sample rubrics to provide ideas for how to evaluate what your students have learned. These are examples and should not be considered the only way to assess student learning. You may choose to use these rubrics, or you may develop your own evaluative tools. In reviewing your application, the University Core Curriculum Committee will expect to see a description of the assessment mechanism you will use.