SAMPLE RUBRICS FOR ASSESSING KU CORE EDUCATIONAL GOALS

Core Goal #5: Practice social responsibility and demonstrate ethical behavior.

Learning Outcome 1: Upon reaching this goal, students will be able to: *Develop and apply a combination of knowledge and skills to demonstrate an understanding of social responsibility and ethical behavior.*

	Exceeds Expectation	Expected	Satisfactory	Unacceptable
	4	3	2	1
Define and analyze	Clearly defines a real-world	Clearly defines a real-world	Clearly defines a real-world	Fails to clearly define
a real-world	problem and provides an in-	problem and provides a basic	problem and provides a	a real-world
problem from an	depth analysis from a well-	analysis from a well-	basic analysis from an	problem or fails to
ethical perspective	delineated ethical	delineated ethical	ethical perspective that is	provide any ethical
	perspective.	perspective.	briefly outlined.	analysis.
Situate the problem	Proposes and justifies a	Situates the problem in the	Identifies other	Fails to identify
in the context of	particular level of attention	context of other	contemporary problems	other relevant
other contemporary	to and investment in the	contemporary problems and	and suggests how	contemporary
problems	problem in the context of	shows their relevance in	consideration of those	problems.
	other relevant contemporary	terms of comparative ethical	problems is relevant to an	
	problems.	significance and competition	ethical understanding of	
		for resources.	the problem at issue.	
Situate the ethical	Compares and contrasts the	Compares and contrasts	Compares and contrasts	Fails to compare and
perspective in the	most relevant competing	relevant competing ethical	competing ethical	contrast with other
context of	ethical perspectives.	perspectives.	perspectives.	competing ethical
competing ethical				perspectives.
perspectives				
Present and	Communicates clearly and	Communicates clearly an	Communicates an	Fails to
communicate the	fluently an understanding of	understanding of social	understanding of social	communicate an
problem and ethical	social responsibility and	responsibility and ethical	responsibility and ethical	understanding of
perspective	ethical behavior using	behavior using appropriate	behavior using appropriate	social responsibility
	compelling content and high	content and relevant	content and relevant	and ethical behavior.
	quality relevant supporting materials.	supporting materials.	supporting materials.	

Learning Outcome 2: Upon reaching this goal, students will be able to: *Act on this understanding of social responsibility and ethical behavior to others in one's local, national, or global community, and contribute positively via leadership, collaboration, or other direct action.*

	Exceeds Expectation 4	Expected 3	Satisfactory 2	Unacceptable 1
Describe how the	Describes how the project	Describes how the project	Describes how the project	Fails to describe how
project meaningfully	meaningfully serves long-	meaningfully serves short-	meaningfully serves short-	the project
serves a community	term goals of the community	term needs of the	term needs of the	meaningfully serves
(e.g., local, national,	and extensively explores	community and explores	community and explores at	the community
global) within an	unintended consequences,	multiple unintended	least one unintended	within an ethical
ethical framework	both positive and negative, using an ethical framework.	consequences using an ethical framework.	consequence within an ethical framework.	framework.
Participate	Provides clear evidence of	Provides clear evidence of	Provides clear evidence of	Fail to provide clear
meaningfully in the	leadership, collaboration,	collaboration and	collaboration or	evidence of
project	and communication and	communication and shows	communication and shows	meaningful
	shows how this contributed	how this contributed to the	how this contributed to the	participation in the
	to the goals of the project.	goals of the project.	goals of the project.	project.
Explore the project in	Situate the project	Situate the project in the	Situate the project in the	Fails to explore the
the context of other	thoroughly within the	context of other efforts,	context of at least one	project in the context
efforts to	context of other relevant	past or present, to	other current effort to	of other efforts to
meaningfully serve	efforts, past and present, to	meaningfully serve the	meaningfully serve the	meaningfully serve
the community	meaningfully serve the	community.	community.	the community.
	community.			
Present and	Communicates clearly and	Communicates clearly an	Communicates an	Fails to communicate
communicate the	fluently the project and	understanding of the	understanding of the	an understanding of
project and ethical	ethical framework using	project and ethical	project and ethical	the project and
framework	compelling content and high quality relevant supporting materials.	framework using appropriate content and relevant supporting materials.	framework using appropriate content and relevant supporting materials.	ethical framework.

SAMPLE RUBRICS FOR ASSESSING KU CORE EDUCATIONAL GOALS

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.