

RUBRIC FOR THE COMMON LEARNING GOALS OF THE FLEXIBLE CORE (12-3-2020)

All courses that fulfill CUNY Pathways Flexible Core Learning Outcomes must include three common course learning outcomes, plus three learning outcomes specific to the disciplinary area (World Cultures and Global Issues, U.S. Experience in its Diversity, Creative Expression, Individual and Society, Scientific World). For the 2020-2021 assessment of General Education (Pathways courses), you need to assess at least one of the six learning outcomes associate with your course.

The following rubric, adapted from the AACU VALUE Rubrics, can be used for any flexible core course.

<i>1. Gather, interpret, and assess information from a variety of sources and points of view</i>				
	Beginning (1)	Developing (2)	Accomplished (3)	Exemplar (4)
Gathers Information	Accesses information randomly; retrieves information with minimum relevance and quality.	Accesses information using simple search strategies; retrieve information from limited and similar sources.	Accesses information using a variety of search strategies and some relevant information sources.	Gathers information using effective, well-designed search strategies and most appropriate information sources.
Interprets Information	Lists evidence, but it is not well organized and/or is unrelated to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes, synthesize, and interprets evidence to reveal insightful patterns, differences, or similarities related to focus of inquiry.
Assesses Information	Attempts to use sources to support ideas in the writing.	Demonstrates some use of credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Uses skillfully high-quality, credible, relevant sources.
<i>2. Evaluate evidence and arguments critically or analytically</i>				
	Beginning (1)	Developing (2)	Accomplished (3)	Exemplar (4)
Evaluates Evidence	Information is taken from source(s) without any interpretation/evaluation. Arguments are taken as fact, without question.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Arguments are taken as mostly fact, with little questioning.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Arguments are subject to questioning.	Information is taken from source(s) with enough interpretation or evaluation to develop a comprehensive analysis or synthesis. Arguments are questioned thoroughly.
Analyzes Assumptions and Context	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to contextualize evidence.	Questions some assumptions and contextualizes relevant evidence. May be more aware of others' assumptions than one's own (or vice versa).	Identifies own and others' assumptions and contextualizes relevant evidence.	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates and contextualizes relevant evidence.
Critiques Arguments	Critique/analysis of arguments and conclusions is inconsistently tied to some of the information discussed; related evidence is not identified clearly.	Critique/analysis of arguments and conclusions is logical; some related evidence is identified clearly.	Critique/analysis of arguments and conclusions is logical; related evidence is identified clearly.	Critique/analysis of arguments and conclusions is logical and reflects student's informed evaluation of the evidence.

3. Produce well-reasoned written or oral arguments using evidence to support conclusions

	Beginning (1)	Developing (2)	Accomplished (3)	Exemplar (4)
Develops Argument	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Organizes and synthesizes information from relevant sources representing various points of view/approaches to articulate original argument
Supports Argument	Presents information from irrelevant sources representing limited points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Synthesizes appropriate, relevant, and compelling evidence from relevant sources representing various points of view/approaches to fully support original argument.
Draws Appropriate Conclusions	States an ambiguous, illogical, or unsupported conclusion from inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a conclusion that is a logical extrapolation from the inquiry findings.
Communicates Effectively	Uses language that sometimes impedes meaning because of errors in usage.	Uses language that generally conveys meaning with some misuse.	Uses straightforward language that conveys meaning with clarity and minimal misuse	Uses graceful language that skillfully communicates meaning with clarity and fluency, and is virtually error-free.

4. Identify and apply fundamental concepts and methods of a discipline.

Choose from Pathways Learning Outcomes for:

- World Cultures and Global Issues
- U.S. Experience in its Diversity
- Creative Expression
- Individual and Society
- Scientific World

Note: The rubrics for the common learning goals of the flexible core draw upon items from four of the rubrics developed through the Valid Assessment of Learning in Undergraduate Education (VALUE) initiative of the Association of American Colleges and Universities: Critical Thinking, Information Literacy, Inquiry and Analysis, and Written Communication