

Flexible Core Outcomes and Rubrics

ILO	Flexible Core Outcomes	Relevant Corresponding Rubrics (from “Rubrics” table below)
Written Communication	Produce well-reasoned written or oral arguments using evidence to support conclusions.	1. Focus and thesis
Critical Thinking	Evaluate evidence and arguments critically or analytically.	2. Argumentation and evidence
Research	Gather, interpret, and assess information from a variety of sources and points of view.	3a. Engagement with Sources
		3b. Choice of sources
		3c. Integration and attribution of sources

Rubrics

	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
1. Focus and Thesis: Responds to the assignment with a clear, specific central focus and thesis.	Identifies a focused and manageable topic and responds to the topic with a clear, specific, and relevant thesis or question, though it may slightly rely on the obvious or vague.	Identifies a manageable topic and responds to the topic with a thesis or question but focus may be somewhat broad, general, or vague or might rely on the obvious.	Identifies a topic that is far too general or too specific to be manageable and responds with a thesis or question that is too broad, vague, or obvious	Identifies a topic that is far too general or too specific to be manageable and responds with a thesis or question that is too obvious or it lacks a thesis or focus
2. Argumentation and Evidence: Explores the focus through well-reasoned arguments and evidence and methods appropriate to the topic, context, purpose, and audience. Displays critical thinking about the topic.	Mostly explores and develops the thesis or question with well-reasoned arguments and a range of appropriate evidence, but may rely too much on one type of evidence or method. Mostly fully evaluates, explains, and analyzes all evidence.	Provides some development, with reasoning and supporting evidence, but may rely too much on one type of evidence or method or may not be the most appropriate or effective evidence and methods. Some evaluation, explanation, and analysis of evidence.	Provides some development but contains too much generality and reasoning could have some flaws or may rely on inappropriate evidence that is not always evaluated, explained, or analyzed. Thinking and argumentation may be too simplistic.	Does not provide sufficient development of the focus. Offers either no reasoning or flawed reasoning and inappropriate or no engagement with evidence that is not evaluated, explained, and analyzed.

<p>3a. Research & Information Literacy: Engagement with Sources: Draws from a variety of sources to support, deepen, extend, qualify, and/or question the argument or inquiry.</p>	<p>Uses sources in several ways, but may rely too much on use of sources as support only. Engages in a conversation with the ideas of others though some places may not fully engage with the source.</p>	<p>Uses sources mostly as support with some engagement with the ideas of others.</p>	<p>Uses sources only as support with minimal engagement with the ideas of others. May take the ideas of others as fact, without question.</p>	<p>Demonstrates a lack of understanding of effective use of sources. Does not engage with the ideas of others.</p>
<p>3b. Research & Information Literacy: Choice of Sources: Chooses the most effective sources for the topic and purpose that show variety in approach/point of view</p>	<p>Cites a variety of sources, but relies too much on certain views or types of sources, though they are appropriate for the topic and purpose.</p>	<p>Cites too many similar type of sources in terms of point of view and type of source. Relies too much on certain kinds of sources and may not use the best sources for the topic and purpose.</p>	<p>Cites sources that meet the minimum requirements of the assignment. Sources chosen are not the best for the topic and purpose.</p>	<p>Does not meet the minimum requirements of a research paper in terms of sources chosen.</p>
<p>3c. Research & Information Literacy: Integration and Attribution of Sources: Demonstrates knowledge of when and how to incorporate quotation, paraphrase, and summary, and uses proper attribution.</p>	<p>Varies between quotation, paraphrase, and summary. There may be places where a source could be better integrated or explained. Uses proper attribution according to disciplinary conventions</p>	<p>Relies too much on quotation. Sources not always integrated effectively. Effort is made at proper attribution according to disciplinary conventions.</p>	<p>May use long, irrelevant quotations or fail to integrate quotations effectively. Attribution is confusing. There may be places where it is unclear what material came from what source, though it is clear the paper is not intentionally plagiarizing.</p>	<p>Does not show understanding of integration of sources. Quotations dropped-in, unexplained, or unclear. Unclear attribution may be bordering on plagiarism.</p>