

Foundational Skills Rubric. To be used for assessment of courses aligning to General Education Learning Outcome 1:
Foundational Skills and Breadth of Knowledge

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<p>Context Relates to how students understand, apply or bring together knowledge using the appropriate skills, tools and frame of reference within “the historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.”¹</p>	Student presents work that is general with limited awareness of the context, or begin recognizing that they are still gaining experience with context	Student presents work that shows awareness of context at a superficial level	The student is aware of the context and can differentiate, compare and contrast to better understand the context.	The student’s work shows a thorough/deep understanding of what the context is and how it reflects and/or influences their work.
<p>Evidence Relates to students’ use of sources of information, which may include evidence produced by original student work, reasoning, existing non-peer reviewed evidence and peer-reviewed summaries of evidence</p>	Student includes at least one source of information appropriate to the context of the assignment, that they have evaluated for accuracy/validity.	Student includes more than one contextually appropriate source that they have evaluated for accuracy/validity and describes relevance of the sources.	Student partially integrates multiple contextually appropriate and relevant sources that they have evaluated for accuracy/validity and can identify potential bias inherent in each source.	Student fully integrates multiple contextually appropriate and relevant sources, including sources from differing perspectives, that they have evaluated for accuracy/validity and for bias.
<p>Analysis Relates to the separating of any material or abstract entity into its constituent elements as a method of studying the nature of something or of determining its essential features and their relations.</p>	Student is able to summarize something complex.	Student is able to identify the most appropriate lenses through which to see the component parts of something complex.	Student is able to distinguish how one or more parts work in relation to the greater whole using an appropriate lens.	Student is able to articulate why their perspective matters and how it impacts the greater whole.
<p>Application of Conventions Relates to the formal and informal rules for a particular text, image, symbol, audio, multimodal, movement, or performance that guide formatting, organization, and stylistic choices used to convey meaning to an audience.</p>	Student follows the formatting, organization, and style requirements specified in the assignment prompt.	Student uses a consistent system for organization and presentation of ideas to fulfill the assignment.	Student makes appropriate choices about organization, presentation, formatting, and style to fulfill the assignment.	Student executes a wide range of conventions particular to a specific discipline including organization, presentation, formatting, and stylistic choices to enhance meaning.

¹ See page 5 of <https://wou.edu/academic-effectiveness/files/2017/05/All-16-Leap-Rubrics.pdf>