

Rubrics for 2003-2009

EI 1: 75% of students will be able to recognize theologically or biblically informed rhetorical elements appearing in non-theological contexts.

Task	4	3	2	1
Identify an appropriate passage in the speech	Passage contains a clear and complete idea	Passage has a theme, although may have more than one idea	Passage has varied ideas and themes.	No passage has been identified.
Identify an aspect of Christ's character or ministry	States a specifically labeled attribute.	Attribute is described but not labeled.	Confused combination of multiple characteristics	No attribute stated.
Explain application to America or Americans	Logical, precise link of Christ's attribute and America.	Loose, general connection but not clear on detail.	Poor link or only vague one.	Incorrect connection or none at all.

EEI 2: 75 % of students will be able to articulate a personal spiritual position and place it within a spectrum of Christian traditions.

EEI 5: 75% of students will be able to organize ideas to support a position (either in writing or orally) on summative GE exam

EEI 6: 75% of students will be able to present objections to their own position as logical as shown on a summative GE exam.

Note that EEI2, EE5 and EEI6 as assessed using a holistic writing assignment. The rubric for the full assignment is below.

Behavior	4	3	2	1
Student will have a clear thesis.	Student presents a coherent, original, and argumentative thesis statement of significance	Student presents a clear, interesting thesis statement, but it may lack significance.	Student provides a vague or insignificant thesis statement.	Student gives no thesis statement.
Thesis will appear early in the essay.	Thesis is presented in a timely manner.	but it may be overly delayed and may lack clear significance.	Thesis is overly deferred.	Student defers the thesis statement until near the conclusion.
Student will divide main idea into sub-points that work logically towards the thesis.	Student will break the thesis into two or more logically coherent and significant sub-points, using clear transitions	Student will break the thesis into two or more clearly phrased sub-points; points may not be significant and the connecting logic may be vague.	Student breaks the thesis into two or more vague and ill-differentiated sub-points; connecting logic is insufficient or inconsistently developed.	Student does not provide clearly differentiated sub-points or merely restates the thesis several times.
Student will support sub-points with appropriate textual evidence.	Each point or sub-point is supported by textual evidence whose connection to point is logically argued.	Each sub-point or point is supported by textual evidence whose connection to the point is at least implied.	Sparse evidence, poor connection to the point to be proved or little analytical discussion.	Student provides neither textual evidence nor analytical discussion.
Essay will consider objections to the main idea.	Student offers at least one serious object to his main idea and deals with the objection appropriately.	Objection is unclear in presentation or it is handled vaguely.	Objection is vague or is not handled at all.	No objections are made.

Behavior	4	3	2	1
Student's style follows correct academic format.	Student used as competent, correct and appropriate academic style. Style is free of grammatical and mechanical errors.	Occasional errors of grammar and mechanics are displayed.	writes with mechanical and grammatical errors and uses little critical language.	Student writes with seriously flawed grammar and punctuation.
Student's style follows appropriate diction level.	Student uses correct language and language of the discipline without use of jargon.	Student writes in a competent, appropriate academic style for the most part; terminology may be approximate or colloquial.	Student often mixes academic and colloquial language, or uses little critical language.	Style and diction levels are inappropriate; terminology is absent or misused.
Student will connect essay's main idea to Wesleyan views.	Student can articulate one appropriate Wesleyan view and connect it well to the issue.	Student can articulate a Wesleyan view but its connection is not fully clear.	Student has only a vague idea about "Wesleyan" view or is unable to make any relevant connection to the issue.	Student can articulate no Wesleyan views.

EI 3: 75% of students will be able to interrogate an issue from at least three different disciplinary perspectives.

	4	3	2	1
Question Asked	Student asks a question relevant to the perspective and to the problem	Student asks a question that is relevant to the problem and somewhat to the perspective or v.v.	Student asks a question only vaguely relevant to the perspective represented	Student cannot ask a question relevant to the perspective represented
Reason Given	Student can connect the question well to both the perspective and problem	Student connects the question well to either the perspective or problem.	Student only vaguely connects the question to the perspective and problem	Student cannot connect the question asked to the perspective or problem

EEI 7: 75% of students will be able to apply quantitative methods to solving real-life problems.

	Unsatisfactory (0)	Low Satisfactory (1)	High Satisfactory (3)	Outstanding (4)
Solution #1	Completely lacking relevant ideas	Some relevant ideas	Key ideas but not correctly implemented	Correct
Solution #2	Completely lacking relevant ideas	Some relevant ideas	Key ideas but not correctly implemented	Correct

EEI 8: 75% of students will be able to interrogate an issue from a different racial, class or gender position as shown on a summative GE exam.

	4	3	2	1
Understand Issue	Perceives what precise racial stereotyping + discrimination are the issues	Perceives stereotyping or discrimination as troubling, but has no precise idea how this applies	Perceives racism as a figment of the victim's imagination	No idea about what the issue really is; may see issue as monetary
Contextual Reality	Has a position that is consciously constructed and integrated	Absolute relativist; relativistically ethnocentric	Defensively ethnocentric Consumerist view of difference	Unreflectively ethnocentric Self as the measure of all things
Empathize	Empathizes without excuse; sees varied viewpoints but has a sense of overarching justice	Empathizes but struggles; may suspend judgment for fear of a single standard	Little empathy; excuses offending behavior, blames victim, or rationalizes; may use gross generalizations	Does not empathize

EEI 13: 75% of students will demonstrate the ability and willingness to balance the varied aspects of their lives as shown on a senior year assessment exam.

Students were to write on multiple topics, and were scored on how many topics they choose and their understanding of those topics. The rubric below was used to assess their responses.

	4	3	2	1
# Choices	3-4 selections	2 selections	1 selection	0 selection
Understanding	Full understanding	Adequate understanding	Poor understanding	No Understanding

Critical Thinking: 75% of students will demonstrate the ability to read and to think critically.

Students were presented with statements from five different lobbies or interest groups. They were then posed with ten multiple choice questions regarding these statements. The 10 questions were scored correct/incorrect and the percentage correct was recorded for each student.