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QEP Colonnade Connections Rubric

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Evidence & Argument Connections Course Assessment Rubric

QEP Learning Outcome 1: WKU Students will demonstrate the ability to gather sound and relevant evidence to address and issue.				
	Capstone 4	Milestones		Benchmark 1
		3	2	
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad, too narrow, etc). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question
Existing Knowledge, Research, and/or Views	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing various points of view/approaches.

QEP Learning Outcome 2: WKU Students will demonstrate the ability to analyze and synthesize the assembled evidence.				
	Capstone 4	Milestones		Benchmark 1
		3	2	
Application / Analysis <i>Ability to make judgments and draw appropriate conclusions based on the analysis of evidence, while recognizing the limits of this analysis</i>	Uses the quantitative analysis of evidence as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data evidence as the basis for competent judgements, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data evidence as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work	Uses the quantitative analysis of data evidence as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes, and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	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.

QEP Learning Outcome 3: WKU Students will demonstrate the ability to articulate a logical and supported argument based on this analysis.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Articulation of Argument	Argument is presented in artifact in virtually error-free, logical, well-organized manner that clearly articulates argument based on the analysis of evidence.	Argument is presented in artifact in logical, well-organized manner that articulates argument based on the analysis of evidence.	Argument is presented in artifact but contains some organizational errors; however the analysis of evidence is mentioned but not fully developed to logical conclusion.	Artifact does not present results clearly, is poorly organized, and/or errors; fails to articulate analysis of evidence.
Conclusions	States a conclusion that is a logical extrapolation from 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 general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupportable conclusion from inquiry findings.