

## Revised UK Core Intellectual Inquiry Rubrics

**UK Core Learning Outcome 1.** Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry.

**Outcomes and Assessment Framework.** Students will:

- (a) be able to identify multiple dimensions of a good question; determine when additional information is needed, find credible information efficiently using a variety of reference sources, and judge the quality of information as informed by rigorously developed evidence (***Inquiring***);
- (b) explore multiple and complex answers to questions/issues/problems within and across the four broad knowledge areas: arts and creativity, humanities, social and behavioral sciences, and natural/ physical/mathematical sciences (***Methods/Approaches***);
- (c) evaluate theses and conclusions in light of credible evidence (***Evaluation***);
- (d) explore the ethical implications of differing approaches, methodologies or conclusions (***Ethics***); and
- (e) develop potential solutions to problems based on sound evidence and reasoning (***Problem Solving/Engagement***).

### *Inquiry in Arts & Creativity*

Points	4	3	2	1	0	NA
Criteria	Exceed standard	Meet standard	Nearly meet standard	Does not meet standard	No evidence	Not measured
<b>1. Define and distinguishes approaches to creativity.</b>	Identifies, defines, and distinguishes multiple complex approaches to creativity within a specific field.	Identifies, defines, and distinguishes most complex approaches to creativity within a specific field.	Identifies, defines, and distinguishes some complex approaches to creativity within a specific field.	Identifies, defines, and distinguishes one complex approaches to creativity within a specific field.	Cannot identify, define, or distinguish any approaches to creativity within the field.	Not measured
<b>2. Uses appropriate methods and techniques to analyze, interpret, and critique the creative works of others.</b>	A thorough analysis, interpretation, and critique of peer work that demonstrates thoughtful and consideration of the creative work utilizing field specific methods and techniques.	The analysis, interpretation, and critique of peer work demonstrates thoughtful and consideration of the creative work using appropriate field specific methods and techniques but may be missing 1-2 elements.	The analysis, interpretation, and critique of peer work is adequate and uses appropriate field specific methods and techniques but may be missing key elements.	The analysis, interpretation, and critique of peer work is vague and/or does not use appropriate field specific methods and techniques.	Little or no attempt is made to analyze, interpret, or critique peer work.	Not measured
<b>3. Reflects on and communicates the impact and effectiveness of their own creative work.</b>	Demonstrates an open ability to self-appraise their own creative work by discussing both successes and challenges related to the creative process.	Demonstrates an open ability to self-appraise their own creative work by discussing some successes and challenges related to the creative process.	Begins to self-appraise their own creative work but has difficulty identifying both success and challenges related to the creative process.	Self-appraisal of their own creative work lacks meaningful reflection and depth.	Self-appraisal is superficial.	Not measured
<b>4. Actively engage in the creation of an object, installation, presentation, or performance</b>	Successfully implements field-specific methods and techniques for the creation of a creative work.	Implements field-specific methods and techniques for the creation of a creative work.	Implements some field-specific methods and techniques for the creation of a creative work but may need further refinement and development.	Is able to implement at least one field-specific methods or techniques for the creation of a creative work but needs further refinement and development.	Is unable to create a field specific creative work.	Not measured

### Inquiry in the Humanities

Points	4	3	2	1	0	NA
Criteria	Exceed standard	Meet standard	Nearly meet standard	Does not meet standard	No evidence	Not measured
<b>1. Identify contextualized, critically-developed, and coherent open-ended questions or topics to guide informed explorations and evidence-based evaluations.</b>	<p>Effectively defines or identifies a creative, focused, and manageable open-ended question or topic that addresses potentially significant yet previously less-explored aspects.</p> <p>Question/topic to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</p>	<p>Defines or identifies a focused and manageable open-ended question or topic that appropriately addresses relevant aspects.</p> <p>Question/topic to be considered critically is stated, described, and clarified.</p>	<p>Defines or identifies a question or topic that while manageable, is too narrowly focused or is in some way incomplete (leaves out relevant aspects, parts are missing,).</p>	<p>Has difficulty defining a question or topic; identifies a question or topic that is far too general and wide-ranging to be explored or evaluated; or question/topic is stated unclearly or not at all.</p>	<p>ASSIGNMENT PROMPT itself does not define or identify a question for exploration, or the question developed is a yes/no question, or the question leads only to a basic factual response.</p>	<p>Not measured</p>
<b>2. Analyze different points of view, issues, or problems within the humanities using a variety of evidence, information and/or approaches.</b>	<p>Is able to identify evidence and relations among parts to build a deep/analytical understanding of text that extends outward, working towards building knowledge or insight within and across texts and disciplines.</p> <p>Identifies multiple approaches or points of view that are supported by presented evidence, and evidence is synthesized to: (a) reveal insightful patterns, differences, or similarities, exploring multiple points of view, issues, or problems; and/or (b) evaluate approaches for relating ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and disciplines.</p>	<p>Is able to identify evidence and relations among parts or aspects of a text and is able to consider how these contribute to an analytical understanding of the text</p> <p>Identifies multiple approaches or points of view, but not all are supported by evidence presented. Effectively synthesizes evidence to support the varying approaches or points of view being analyzed</p> <p>Evidence is used to: (a) reveal important patterns, differences, or similarities; and/or (b) identify approaches for relating ideas, structure, or other textual features, to support a deep understanding of the text as a whole.</p>	<p>Is able to identify evidence and relations among parts or aspects of a text, such as effective or ineffective arguments or literary features, and is able to consider how these contribute to a basic, superficial understanding of the text as a whole.</p> <p>Identifies an approach or point of view during analysis that applies within a specific context and supports it with evidence.</p>	<p>Is able to identify evidence such as various aspects of a text (e.g., content, structure, or relations among ideas, symbolism) but only uses evidence to respond to questions posed in assigned tasks.</p> <p>Identifies one or more approaches or points of view during analysis that do not apply within a specific context and/or that are not supported by evidence.</p> <p>Lists evidence, but it is unorganized and does not effectively support the analysis</p>	<p>Does not identify evidence from within a text or identification is superficial and not used to contribute to any form of analysis.</p> <p>Does not attempt to explore a point of view during analysis.</p> <p>Evidence presented is unrelated to text or analysis.</p>	<p>Not measured</p>
<b>3. Evaluate theses and conclusions (of other scholars) based on existing</b>	<p>Synthesizes in-depth evaluation of theses and conclusions from other scholars representing</p>	<p>Presents in-depth evaluation of theses and conclusions from other scholars representing</p>	<p>Presents cursory evaluation of theses and conclusions from other scholars representing</p>	<p>Presents some scholarship without identifying relevance of scholarship in any way, or</p>	<p>Does not refer to the work of other scholars (when expected to as part of the assignment)</p>	<p>Not measured</p>

Points	4	3	2	1	0	NA
<b>knowledge, information, or evidence from credible sources</b>	<p>various points of view.</p> <p>Demonstrates skillful use of high-quality, credible, evidence from credible sources to support evaluation.</p>	<p>various points of view.</p> <p>Demonstrates consistent use of evidence from credible sources to support evaluation.</p>	<p>limited points of view.</p> <p>Demonstrates an attempt to use evidence from credible sources to support evaluation.</p>	<p>theses and conclusions from irrelevant scholars representing unrelated points of view.</p> <p>Evidence cited lacks credibility and/or has questionable credibility but it presented authoritatively without support for credibility.</p>		
<b>4. Explore the historical, contextual, or ethical implications revealed through the use of differing approaching methodologies, or arguments [Critical Framework] when analyzing information or texts.</b>	<p>All elements of the Critical Framework are skillfully analyzed for historical, contextual, or ethical implications.</p> <p>Analysis demonstrates the reasons behind the use of the particular Framework while also articulating an understanding of a range of potential interpretative strategies/ frameworks that could apply in the available contexts and how they may reveal differing historical, contextual, or ethical implications.</p>	<p>Critical elements of the approach, methodology or argument are appropriately analyzed; however, more subtle elements are ignored or unaccounted for.</p> <p>Analysis demonstrates the reasons behind the use of the particular Framework while also acknowledging that at least one other potential interpretative strategies/ frameworks could apply in the available contexts.</p>	<p>Analysis is centered in Critical Framework but critical elements of the Critical Framework are missing, incorrect, or unfocused during analysis.</p> <p>Analysis provides evidence for the value of using the framework within the contexts available.</p>	<p>Analysis demonstrates a misunderstanding of the approach, methodology or arguments [Critical Framework]</p> <p>Analysis does not provide information to understand why the Critical Framework was chosen or is appropriate within the particular contexts available (the text, the analysis, the course, etc.).</p>	<i>Assignment</i> does not invite analysis or comparison of various approaches, methodologies or arguments	Not measured
<b>5. Articulate and sustain an original interpretation or argument based on sound evidence and reasoning.</b>	<p>[In the course of written analysis of a text or texts,] Proposes one or more original interpretations or arguments that are sensitive to contextual factors and multiple ethical, logical, and cultural dimensions of the topic.</p> <p>Builds argument throughout text with each section of analysis providing evidence that supports original interpretation.</p> <p>Explores competing interpretations and evaluates original interpretation within larger disciplinary conversation.</p>	<p>[In the course of written analysis of a text or texts,] Proposes one or more original interpretations or arguments that are sensitive to contextual factors and some ethical, logical, and/or cultural dimensions of the topic.</p> <p>Builds argument throughout text with each section of analysis providing evidence that supports original interpretation.</p> <p>Explores competing interpretations but may not evaluate original interpretation and competing interpretation.</p>	<p>[In the course of written analysis of a text or texts,] Proposes one original interpretation or argument that is "off the shelf " rather than individually designed to address the specific contextual factors of the topic.</p> <p>Builds argument throughout text but some evidence presented may not support primary argument.</p> <p>Does not explore competing interpretations.</p>	<p>[In the course of written analysis of a text or texts,] Proposes an original interpretation or argument that is difficult to evaluate because it is vague or only indirectly addresses the topic.</p> <p>Written analysis strays from primary argument in irrelevant directions.</p>	Does not attempt to articulate an interpretation or argument.	Not measured

***Inquiry in the Natural, Physical, and Mathematical Sciences***

<b>Points</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
<b>Criteria</b>	<b>Exceed standard</b>	<b>Meet standard</b>	<b>Nearly meet standard</b>	<b>Does not meet standard</b>	<b>No evidence</b>	<b>Not measured</b>
<b>1. Define a problem and/or clearly formulate a problem statement.</b>	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is poorly written or superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors	Inadequate/insufficient/does not attempt	Not measured
<b>2. Develop and/or apply a rigorous methodology to investigate a hypothesis or a problem.</b>	The experimental methodology was carried out correctly and resulted in the collection of useful data.	The experimental methodology was attempted and largely successful. Technical difficulties may have compromised a small subset of the data.	The experimental methodology was attempted but largely unsuccessful. Several technical issues compromised a large subset of the data.	Demonstrates a limited ability to understand or implement experimental methodology. Collected data is not useful.	Inadequate/insufficient/does not attempt	Not measured
<b>3. Select and use appropriate information to support a conclusion.</b>	States a well written conclusion that is a logical extrapolation from the inquiry findings.	Conclusion appears to be correct, or nearly correct, but language is not crisp or clear enough to be certain.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupported conclusion from inquiry findings.	Inadequate/insufficient/does not attempt	Not measured
<b>4. Demonstrate understanding of a significant discovery in a given branch of inquiry and the impact on society.</b>	The principles behind the discovery are correctly and clearly summarized. The evaluation of the impact on society is broad and considers multiple aspects, including social, religious, political and economic effects.	The explanation of the principles behind the discovery are incomplete but the evaluation of the impact on society is broad and considers multiple aspects, including social, religious, political and economic effects.	The explanation of the principles behind the discovery and the implications for society are incomplete.	Explanation of the principles behind the discovery are incorrect or incomplete. The discussion on impacts to society is superficial.	Inadequate/insufficient/does not attempt	Not measured
<b>5. Apply fundamental principles to solve a problem or to explain observed phenomena.</b>	Correctly identifies and applies the appropriate natural laws and/or principles needed to solve a problem or explain an observation.	Correctly identifies the appropriate natural laws and/or principles needed to solve a problem or explain an observation, but application is incomplete or partially incorrect.	Identifies an incomplete set of principles needed to solve a problem or explain an observation.	Unable to identify the appropriate natural laws and/or principles needed to solve a problem or explain an observation.	Inadequate/insufficient/does not attempt	Not measured

### Inquiry in the Social Sciences

Points	4	3	2	1	0	NA
Criteria	Exceed standard	Meet standard	Nearly meet standard	Does not meet standard	No evidence	Not measured
<b>1. Demonstrate an ability to identify a well-formulated question pertinent to a social science discipline and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.</b>	Employ a well-formulated question based on solid understanding of conceptual and methodological approaches to social science inquiry and an effective research strategy to critically analyze or carefully evaluate a social phenomenon.	Identify a well-formulated question based on sufficient understanding of conceptual and methodological approaches to social science inquiry as well as an effective research strategy to evaluate or analyze some elements of a social phenomenon.	Identifies a well-formulated question based on sufficient understanding of conceptual and methodological approaches to social science inquiry as well as different research strategies; fail to evaluate or analyze a social phenomenon	Acknowledges a question, various conceptual and methodological approaches to social science inquiry, and different research strategies; fail to explain the relationship among these three elements of social science inquiry.	Acknowledges a question, various conceptual and methodological approaches to social science inquiry, <u>or</u> different research strategies; fail to link the relationship among these three elements.	Not measured.
<b>2. Demonstrate an understanding of methods and ethics of inquiry that lead to social scientific knowledge</b>	Explains how different methods of a social science discipline raise a different set of ethical challenges and how these challenges can be addressed in social science inquiry.	Identifies at least two methods of a social science discipline <u>and</u> unique ethical issues facing social science inquiry; explains broadly the relationship between methods of a social science inquiry and ethics of social science inquiry.	Identifies at least one method of a social science discipline <u>and</u> unique ethical issues facing social science inquiry; recognize the relationship between the methods and ethics of social science inquiry; does not explain the relationship between the two.	Identifies either at least one method of a social science discipline <u>or</u> unique challenges in social science inquiry; suggests that they may be a relationship between different methods of a social science discipline and ethics of social science inquiry.	Acknowledges that there are methodological and ethical challenges in social science inquiry; fail to identify a method of a social science discipline <u>or</u> ethics of social science inquiry; and fail to recognize the relationship between the two.	Not measured.
<b>3. Identify and use appropriate information resources to substantiate evidence-based claims.</b>	Reaches to conclusions in social inquiry based on the careful analysis of empirical evidence with a well-organized set of coherent arguments and appropriate citations of the information resources employed.	Reaches to conclusions in social science inquiry based on the analysis of sufficient empirical evidence with clearly articulated arguments and appropriate citations of the information resources employed.	Reaches to conclusions in social inquiry based on the analysis of sufficient empirical evidence with stated positions (not arguments) and appropriate citations of the information resources employed.	Reaches to conclusions in social inquiry based on the analysis of some empirical evidence with some stated positions and appropriate citations of the information resources employed.	Reaches to conclusions in social inquiry with stated position, but without adequate analysis of empirical data or appropriate citations of the information resources employed.	Not measured.
<b>4. Explore how a social science discipline influences society.</b>	Critically analyze or evaluate how a social science discipline simultaneously influences and is influenced by society.	Explains how a social science discipline influences a society.	Acknowledges that a social science discipline influences every elements of society.	Recognize that a social science discipline may influence society in some areas, but not other areas.	Fails to recognize the impact of a social science discipline on any parts of society.	Not measured.
<b>5. Propose potential solutions to problems based on sound evidence and reasoning</b>	Propose well thought-out, practical (or realistic) solutions to multiple issues/problems, covered in the course, based on careful analysis of empirical evidence and reasoning grounded in	Propose potential solutions to at least one issue/problem, covered in the course, based on empirical evidence and reasoning grounded in theories/concepts of a social science discipline.	Explore a potential solution to at least one issue/problem, covered in the course using evidence and reasoning. The quality of evidence and reasoning is uneven.	Recognize there are potential solutions. But the proposed solution(s) are not based on sound evidence/reasoning <u>or</u> do not match with the evidence/reasoning presented.	Fails to recognize the need of evidence or reasoning to generate a solution to an issue/problem. Fails to recognize a possibility of generating potential solutions to an	Not measured.

<b>Points</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NA</b>
	theories/concepts of a social science discipline				issue/problem covered in the course.	