

## UK Core Intellectual Inquiry in the Humanities Rubric

**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; (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; (C) evaluate theses and conclusions in light of credible evidence; (D) explore the ethical implications of differing approaches, methodologies or conclusions; and (E) develop potential solutions to problems based on sound evidence and reasoning.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
<b>Ability to identify multiple dimensions of a good question</b>	Demonstrates thorough intellectual inquiry and fine discrimination in analysis or critical evaluation of texts and/or arguments. Demonstrates an understanding of the complexity of the question or problem under consideration.	Demonstrates intellectual inquiry in analysis or critical evaluation of texts and/or arguments. Understands partially the complexity of the question or problem under consideration.	To a very limited extent, incorporates inquiry in analysis or critical evaluation of texts and/or arguments. Does not understand the complexity of the question or problem under consideration at all.
<b>Ability to explore multiple and complex answers to questions, issues or problems within the Humanities</b>	Skillfully explores and evaluates the complexity of key questions, problems, and arguments in relation to texts or narratives. Explores different points of view on an argument or question. Written with fluency and avoids oversimplification.	Demonstrates complexity of key questions, problems, and arguments in relation to texts or narratives, but misses key points. Explores at least one point of view. Some problems with writing.	Does not explore the complexity of key questions, problems, and arguments in relation to texts or narratives. Serious problems with writing.

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
<b>Ability to evaluate theses and conclusions in light of credible evidence</b>	Using appropriate evidence and appropriate disciplinary literacy, critically evaluates claims, arguments and conclusions pertaining to the subject and texts under consideration. Well-argued, and (where applicable) reference sources used.	Using some evidence and some appropriate disciplinary literacy, evaluates some claims, arguments and conclusions pertaining to the subject and texts under consideration. Some problems with argumentation and/or use of reference sources.	Using the minimum of evidence, tries to evaluate some claims, arguments and/or conclusions. Minimum disciplinary literacy. Major problems with argumentation and references sources.
<b>Ability to explore the implications of differing approaches, methodologies or conclusions</b>	Critically evaluates texts/arguments by using at least one approach, methodology, or interpretive model. Shows awareness of other competing interpretations and of their possible implications.	Evaluates texts/arguments by using at least one approach or interpretive model, but there are problems with argumentation/analysis. Does not recognize other competing interpretations and implications.	Attempts to evaluate by using at least one approach, but there are serious problems with argumentation/analysis. Demonstrates no awareness of other interpretations.
<b>Develop potential solutions to problems based on sound evidence and reasoning</b>	In the course of written analysis of a text or texts, proposes coherent answers to problems or questions, using clear, logical argumentation supported by solid evidence, such as illustrations, examples and/or quotations	In the course of written analysis of a text or texts, proposes answers to problems or questions, but there are flaws in the argumentation, and gaps in the evidence	Attempts to offer written analysis of a text or texts, but does not propose any answers to problems or questions. There are serious flaws in the argumentation, and major gaps in the evidence.