

Grantham University Soft-Skills Rubrics-Undergraduate

	Proficient	Advancing	Developing	Emerging	COMMUNICATION
	4pts	3pts	2pts	1pt	30%
COMMUNICATION	The writing is clear and concise and is free of errors, demonstrating proficiency in using citations, and following style guidelines in terms of formatting, conventions, and grammar, and is structured in a way that readers can easily follow. Appropriate tools and graphics are used.	The writing is clear and concise but may contain minimal errors in using citations, formatting, conventions, or grammar. The development of ideas is in a logical, sequential order, though some significant points are not fully developed. Tools may not be used in the most efficient manner.	The writing is clear, though it may contain minimal errors in using citations, formatting, or style/grammar conventions. Writing is sometimes unfocused, may diverge from main point, lacks a logical organizational strategy, and/or leaves some significant points underdeveloped.	The writing addresses the assignment criteria, however, lacks sufficient clarity, and few details are provided or details provided are incorrect or unrelated to the topic. Errors in using citations, formatting, or style/grammar conventions can hinder the transmission of ideas. Essay demonstrates little to no organization of ideas, and lacks development of ideas.	10/30% Writing and Using Appropriate Tools
	The author approaches the analysis of the research project purposefully and critically, fully exploring the learning situation, demonstrating a full comprehension of subject matter, and showing an ability to blend the learning experience with the course content.	The author identifies relationships among ideas encountered within the various stages of the research project and how these relationships contribute to a deeper understanding of the question at issue. Essay demonstrates an understanding of the concepts studied and an ability to apply those concepts in writing.	Author identifies connections between ideas, but doesn't fully explore the ways these ideas relate. Essay demonstrates understanding of the material, but lacks detail or depth in response.	The author identifies central ideas, but does little to connect ideas to each other or to the main point of the essay. The author demonstrates understanding of the purpose of intellectual inquiry, but is reliant on authority figures (such as the instructor or sources examined) to clarify or determine the meaning of a given task.	10/30% Content
	The author's voice is clear and adopts an appropriate academic tone. The essay demonstrates an awareness of audience, and seeks to meet their needs and expectations.	Author's voice is clear and academic in tone. It is evident that audience has been considered though some needs or expectations were overlooked.	Author's voice is often clear, but does not always adopt an academic tone. Audience has been considered but many of their needs or expectations have not been met.	Author's voice is awkward or buried in the writing and lacks academic tone. It is evident that audience has not been considered throughout the writing of the essay.	10/30% Using Appropriate Voice

CRITICAL THINKING	Proficient	Advancing	Developing	Emerging	CRITICAL THINKING
	4pts	3pts	2pts	1pt	30%
	Information from drawn from source(s) or through experience and observation is thoroughly questioned and results in a comprehensive analysis or synthesis.	Information from source(s) or through experience and observation is questioned enough to provide the basis for a coherent and in-depth analysis.	Information from source(s) or through experience and observation is taken with some questioning of its validity or accuracy, but interpretation or evaluation of ideas presented lacks sufficient depth or analysis.	Information from source(s) or through experience and observation is taken without questioning its validity or accuracy. There is little to no interpretation or evaluation of ideas presented.	7.5/30% Questioning Information
	Author identifies and evaluates relevant point of view and uses questions to determine accuracy, relevance, and completeness of information.	Author identifies a different point of view and may superficially evaluate the point of view.	Author may identify a different point of view but fails to explain the point of view. May include irrelevant or insignificant aspects of the point of view.	Author does not identify or describe a different point of view. Only repeats information. Does not distinguish between fact and opinion.	7.5/30% Evaluating Information
	Evaluation of solutions considers important factors in problem-solving, such as the context of the problem, logic and reasoning, and the feasibility and potential impact of solutions. The discussion is well documented and comprehensive.	Evaluation of solutions considers important factors in problem-solving, such as the context of the problem, logic and reasoning, and the feasibility and potential impact of solutions.	Evaluation of solutions considers important factors in problem-solving, such as the context of the problem, logic and reasoning, and the feasibility and potential impact of solutions, but lacks sufficient depth to provide any real answers.	Evaluation of solutions considers important factors in problem-solving, such as the context of the problem, logic and reasoning, and the feasibility and potential impact of solutions, but remains superficial.	7.5/30% Evaluating Solutions
Examines issues with a full, thorough understanding of the roles context and agenda play in the formulation of ideas, the decision-making process, and in presenting a position.	Identifies personal agenda as well as the agenda of others. Considers context in evaluation of ideas and in making decisions.	Accounts for some context when engaging in ideas and in decision making. Identifies the agenda of others, but does not show a full understanding his or her own biases.	Understands context at a surface-level, but does not demonstrate an awareness of the role it plays in taking a position.	7.5/30% Considering Context	

RESPECT FOR DIVERSITY	Proficient	Advancing	Developing	Emerging	DIVERSITY
	4pts	3pts	2pts	1pt	15%
	Author demonstrates an ability to suspend judgment of culturally challenging ideas and demonstrates awareness of the benefits of multiple perspectives as they apply to understanding and problem-solving.	Author demonstrates an ability to suspend judgment of culturally challenging ideas and demonstrates awareness that examining cultural differences is valuable to understanding one's self and others.	Author demonstrates a willingness to consider views of culturally different others, but shows some difficulty withholding judgment with the ideas of culturally different others.	Author demonstrates a receptiveness to culturally different ideas, but shows difficulty withholding judgment of views that challenge his or her own.	7.5/15% Recognizing Differences
Through the project, the author asks complex and detailed questions about viewpoints other than his or her own, and actively seeks answers to those questions by articulating other viewpoints thoroughly and accurately.	Through the project, the author actively seeks understanding of viewpoints other than his or her own. Questions demonstrate a real sense of intellectual inquiry.	Through the project, the author poses questions to increase personal understanding of the viewpoints of others, but questions tend to be cursory and lack depth.	Through the project, the author shows limited interest in points of view other than his or her own. Shows limited ability to engage in ideas outside of the lens of his or her worldview.	7.5/15% Exploring Differences	

PROFESSIONAL, ETHICAL, AND SOCIAL RESPONSIBILITY	Proficient	Advancing	Developing	Emerging	RESPONSIBILITY
	4pts	3pts	2pts	1pt	15%
	Author demonstrates the ability to recognize and understand complex professional, social, and ethical issues and their complexities as encountered through the project. Is able to identify and adapt to relationships among ideas beyond those presented within the issue itself.	Author demonstrates the ability to recognize and understand professional, social, and ethical issues when presented in complex ways. Is able to analyze and adapt to relationships between ideas pertaining to examined issue.	Author demonstrates the ability to recognize basic ethical issues, and shows an ability to break down the complexities associated with the situation on a basic level.	Author demonstrates the ability to recognize basic ethical issues, but does not show an ability to break down the complexities associated with the situation being examined.	5/15% Recognizing Ethical Issues
	Work matches assignment requirements and often goes beyond what is asked for. Work is thorough, comprehensive, and advances the issue being examined.	Work matches assignment requirements and, in some cases, goes beyond what is asked for. Work is original and comprehensive give the time-restraints of the task.	Work matches assignment requirements, and a clear effort has been made to produce original work.	Work mostly matches assignment requirements, and an effort has been made to produce original work.	5/15% Demonstrating Professionalism
	Throughout the project, the student embraces his or her role within and responsibilities to a community, and keeps those elements central to the decision-making process in an effort to better the community. Demonstrates an understanding that success is reliant on the engagement of all members within the community, and actively seeks ways to mutually benefit the group.	Throughout the project, the student demonstrates an understanding of his or her role within and responsibilities to a community, as well as the roles and responsibilities of others. Demonstrates the view that others are necessary members of the community who have the ability to make worthwhile contributions to the group.	Throughout the project, the student demonstrates an ability to understand, at a basic level, his or her role and responsibilities within a community, and adjusts his or her actions in a responsible way. Sees others as important members of the community.	Throughout the project, the student demonstrates an ability to understand, on a surface-level, the importance of his or her role and responsibilities within a community. Demonstrates an awareness of the stake others hold within a given community.	5/15% Understanding Community Roles and Responsibilities

Adapted from rubrics posted on AAC&U website-undergraduate-level-Fall 2014

LIFELONG LEARNING	Proficient	Advancing	Developing	Emerging	LIFELONG LEARNING
	4pts	3pts	2pts	1pt	10%
	Throughout the project, the student reviews prior learning, both inside and outside of the classroom, and sees connections between formal and informal learning experiences, drawing connections between life-learning and formal learning, and showing an understanding of how each can inform the other as they apply to new situations.	Throughout the project, the student reviews prior learning, both inside and outside of the classroom, and sees connections between learning experiences, drawing connections between disciplines, and finding ways to apply information or skills learned in new academic situations.	Throughout the project, the student reviews prior learning, both inside and outside of the classroom, and makes some connections between learning experiences.	Throughout the project, the student reviews prior learning, both inside and outside of the classroom, but makes few or no connections between learning experiences.	5/10% Using Formal and Informal Learning
	Sees academic learning as a process of examining ideas addressed in one discipline and applying those ideas to another. Additionally, student sees learning, both inside and outside of the classroom, as valuable and interconnected. Is able to apply learning from different sources to develop a broader, more comprehensive perspective about the implications of individual learning experiences.	Sees learning in classes as valuable, and can recognize how the learning accomplished in one class can apply to another. Is able to apply learning from different sources to develop a broader perspective about the implications of individual learning experiences.	Sees learning in classes as valuable, and can recognize, on a surface-level, how learning in one class can apply to another, though the student may experience some difficulty in drawing connections between disciplines or learning outside the classroom.	Views learning in most classes as valuable, but experiences some difficulty in drawing course-to-course connections or applying learning between disciplines. May experience difficulty in drawing connections between classroom learning and life experiences.	5/10% Applying Learning Across Situations
TOTAL					