

# NMS Student Achievement of Learning Goals: Rubric for Baseline Assessment

Fall 2009  
New Millennium Studies

	ADEPT (3)	COMPETENT (2)	UNSKILLED (1)
<b>QUESTION</b>	Typically demonstrates insightful curiosity, challenges assumptions, generates his or her own questions. Questions tend to be provocative, focused and thoughtful, and can inspire contemplation, debate, even wonder.	Sometimes inquisitive, but often complacent to engage only with questions that are posed by the instructor. Questions tend to be rather superficial or unfocused, inspiring exploration that is at times worthwhile and other times superficial.	Typically withdraws from posing or engaging questions that aren't easily answered, or from posing any questions at all. Questions tend to point to obvious resolution and are answered with little or no exploration.
<b>EXPLORE</b>	Takes risks and engages with the unfamiliar, synthesizes discoveries into new ideas or possibly new ways of thinking or perceiving. Investigates questions through a variety of worthwhile methods, or a single particularly sophisticated and in-depth method. Considers and tests the merit of a given resource, examines multiple facets of thoughtful perspectives, analyzes assumptions. Gravitates toward and engages with paradox and ambiguity.	Will deal with the unfamiliar up to a point, but usually confronts the material put before him/her by the instructor only to meet basic course requirements. Typically consults a small variety of sources of varying worth, but refers to them indiscriminately. Rarely synthesizes new ideas, but will agree or disagree with ideas that already exist. Will note instances of paradox or ambiguity, but rarely complicates an issue.	Withdraws from engaging with the unfamiliar. Typically judges material using knowledge based primarily on his/her immediate experience, hearsay, or perfunctory exploration of the most readily available resource without considering the source's worth. Does not synthesize new ideas, but usually will agree or disagree with a general assumption. Typically withdraws from paradox or ambiguity.
<b>COMMUNICATE</b>	Clearly articulates complex ideas in meaningful ways. Considers audience while communicating ideas in ways that are accessible. Communication is often thought provoking and contributes to or continues the conversation.	Complex ideas are typically somewhat generalized, vague, or disorganized. Simpler ideas are elaborated in superficial or pedantic ways. Communication isn't necessarily provocative, but is generally mindful of audience comprehension. Doesn't necessarily contribute to the conversation, but doesn't particularly detract from it.	Complex ideas are typically avoided. Simpler ideas are rather incoherent or inaccessible. Communication is not easily comprehended by audience. Confuses or detracts from the conversation.
<b>EVALUATE</b>	Rarely demonstrates hasty, narrow, fuzzy or sprawling thinking.	Sometimes demonstrates hasty, narrow, fuzzy or sprawling thinking, but can correct it if guided by instructor or peers.	Typically demonstrates hasty, narrow, fuzzy or sprawling thinking. Withdraws from thinking reflectively.