

CH-127-GDL Survey I: Assessment Rubric

Queensborough Community College

DUE: Spring 2014

Consider the topic you chose for your paper, and the first article or source you have found. To help organize the rest of your research, please answer the following questions. Complete responses earn five (5) BONUS points. There are no correct answers.

Transformation: Global and Diversity Learning. Briefly state your topic and how you chose it. Did you simply select something from the list, or is this an issue you have thought about before?

- 4 Selected an appropriate and original topic that departs partly or totally from the suggested list based on prior interest
- 3 Selected from the list a topic and claims or demonstrates prior interest.
- 2 Selected from the list a topic that “sounded interesting” or similar; no prior interest.
- 1 Misstated a topic from the list or otherwise selected a topic with unclear or doubtful connection to GDL outcomes.
- 0 No response

Transformation: Metacognition. How did you find your source? Describe your research tool—web search, library search, scanning the newspaper, or other?

- 4 Skillful use of library resources (such as a database) or consultation with a librarian or other expert.
- 3 Searched multiple publications in either on-line or hard-copy versions. Evidence of time spent.
- 2 Reasonably selective web search or on-line site of a publication led to a suitable article. Student may have spent little time but did show judgment in selecting the source.
- 1 Cursory web search led to a marginally acceptable article; little evidence of time spent.
- 0 Very outdated, inappropriate, or explicitly forbidden source, such as wikipedia.org.

Awareness: Identification of affected communities. Although you have not yet completed your research, speculate on at least three different communities (local or global) that may be affected by the issue you chose.

For each of up to three communities identified by the student, two separate scores: one for the identification of each community, and one for plausibly representing that community's perspective.

- 4 Student correctly identifies one of the major communities affected, and recognizes the presence of narrower communities within that community.
- 3 Student correctly identifies one of the major communities affected.
- 2 Student identifies a community likely to be affected, but defines the community in an overly broad (*e.g.*, "poor Africans") or unclear manner.
- 1 Student identifies a marginal community with respect to the matter at hand.
- 0 No reasonable community identified.

Engagement: Perspective within each community. Name each community—for example, climate scientists or Japanese citizens exposed to radiation—and briefly state how you think they are affected. How might these communities view the issue?

- 4 Student describes the likely consensus view within the community as well as some important dissenting views.
- 3 Student correctly describes the probable consensus view of the community; student connects the view to a course of action likely to be favored within the community.
- 2 Student describes a plausible but vague view held within the community; student does not connect the opinion to a favored action with regard to the topic.
- 1 Student misidentifies a minor or unlikely view within the community as a major or consensus opinion.
- 0 No reasonable community identified.

CH-127-GDL Survey II: Assessment rubric

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DUE: Spring 2014

The purpose of the preceding Workshop was to highlight some common mistakes in writing and to share what topics others have chosen. Please take a few minutes to consider your own rough draft and choice of topic. Complete responses earn five (5) BONUS points. There are no correct answers.

Awareness. What do you consider to be the strong points of your rough draft? The weak points? Is there anything you wish you had done differently?

- 4 Student identifies several strong and weak points correctly in his/her own work, and links to highlighted examples from other students that appeared in the workshop.
- 3 Student correctly identifies several strong and weak points in his/her own work.
- 2 Student focuses on only weak points or only strong points.
- 1 Student misidentifies or fails to identify important strong or weak points.
- 0 No response or only expressed some broad regret (for example, about the choice of topic).

Transformation: Metacognition. Briefly describe your writing process. Is your rough draft a first draft derived straight from the outline, or did you revise? Do you typically write outlines for your papers? If so, how?

- 4 Student used the Campus Writing Center or other resource for significant revision of rough draft.
- 3 Rough draft exhibits significant effort at revision.
- 2 Rough draft is a complete first draft.
- 1 Rough draft unfinished or not checked for spelling; outline not used or barely followed.
- 0 No response.

Engagement. Are you pleased with your choice of topic?

- 4 Student is interested in the topic both as science and as an opportunity to learn about issues in GDL.
- 3 Student is primarily interested only in the science or only in the GDL aspect of the project.
- 2 Student expresses some minor regret about the choice of topic, or has had difficulty linking the discipline content to GDL outcomes.
- 1 Student expresses major regret about the choice of topic.
- 0 No response.

Transformation: Global and Diversity Learning. How, if at all, has your view of the topic or of the communities affected changed?

- 4 Student has changed or enriched his/her perspective, and not only advocates a clearly targeted course of action, but will seek to implement it.
- 3 Student has changed or enriched his/her perspective, and therefore advocates a new or refined course of action.
- 2 Student has not changed or deepened his/her perspective, but does advocate (at least in principle) some course of action.
- 1 Student reports more or less accurately the views of certain affected communities, but does not identify (or clearly advocate) a course of action with respect to the topic.
- 0 No response or student tersely reports no change.

CH-127-GDL Survey III: Assessment rubric

Queensborough Community College

DUE: Spring 2014

Now that you have completed your research, please take a few minutes to consider your process of selecting and analyzing your topic. Complete responses earn five (5) BONUS points.

For each of up to three communities identified by the student, two separate scores: one for the identification of each community, and one for plausibly representing that community's perspective.

Awareness: Identification of affected communities. Name at least three different communities (local or global) affected by the issue you chose.

- 4 Student correctly identifies one of the major communities affected, and recognizes the presence of narrower communities within that community.
- 3 Student correctly identifies one of the major communities affected.
- 2 Student identifies a community likely to be affected, but defines the community in an overly broad (*e.g.*, "poor Africans") or unclear manner.
- 1 Student identifies a marginal community with respect to the matter at hand.
- 0 No reasonable community identified.

Engagement: Perspective within each community. Briefly describe the perspective of each according to your research.

- 4 Student describes the likely consensus view within the community as well as some important dissenting views.
- 3 Student correctly describes the probable consensus view of the community; student connects the view to a course of action likely to be favored within the community.
- 2 Student describes a plausible but vague view held within the community; student does not connect the opinion to a favored action with regard to the topic.
- 1 Student misidentifies a minor or unlikely view within the community as a major or consensus opinion.
- 0 No reasonable community identified.

Transformation: Global and Diversity Learning. How has your own view of this issue changed? If you had no opinion at the beginning of the project, say so.

- 4 Student has changed or enriched his/her perspective, and not only advocates a clearly targeted course of action, but will seek to implement it.
- 3 Student has changed or enriched his/her perspective, and therefore advocates a new or refined course of action.
- 2 Student has not changed or deepened his/her perspective, but does advocate (at least in principle) some course of action.
- 1 Student reports more or less accurately the views of certain affected communities, but does not identify (or clearly advocate) a course of action with respect to the topic.
- 0 No response or student tersely reports no change.

Transformation: Metacognition How have your strategies for research and writing changed? For example, did you use any resource in the library for the first time? How did the instructors' comments affect your revision?

- 4 Student used multiple resources or strategies (such as outlining) for the first time in at least a while, and intends to continue doing so.
- 3 Student used a resource or strategy (such as outlining) for the first time in at least a while, and intends to continue doing so.
- 2 Student used at least one resource or strategy (such as outlining) for the first time in at least a while and found it helpful.
- 1 Student reports that some mandatory aspect of the process, such as multiple revisions, was helpful.
- 0 No response or student reports no affect.