

Democracy in Perspective: Foundational Core Course Rubric

This rubric addresses the following **General Studies Program (GS)** learning outcomes: **GS 1** – evaluate information appropriate to the task; **GS 2** – apply principles of critical thinking to demonstrate integrative learning; **GS 6** – evaluate in context significant concepts relating to democracy; and the following **Democracy in Perspective (DP)** learning outcomes: **DP 1** – explain the roles that democratic concepts, including individual rights, play in a just democracy; **DP 2** – analyze how citizens engage in democracy; **DP 3** – evaluate democratic practices across different contexts (such as settings, time, socioeconomic conditions, cultures, and political boundaries).

Evaluators are encouraged to assign “Does not meet criteria” to any work that does not meet Beginning level performance.

	Does not meet criteria	Beginning	Developing	*Proficient	Advanced
Content development of democratic concepts DP 1 GS 1; GS 6	---	Develops simple ideas about democratic concepts in some parts of the assignment.	Uses related content to develop simple ideas about democratic concepts throughout most of the assignment.	Uses relevant, persuasive content to explore democratic concepts throughout the assignment.	Uses relevant, compelling content to illustrate a mastery of the subject, conveying the writer’s understanding of democratic concepts.
Context and assumptions of Democracy DP 3 GS 1; GS 2; GS 6	---	Demonstrates minimal attention to context or purpose of the materials.	Demonstrates awareness of context and purpose of the materials.	Demonstrates consideration of context and purpose of the materials.	Demonstrates a thorough understanding of context, intended audience and purpose of the materials.
Analysis of democratic engagement DP 2 GS 1; GS 6	---	Conclusions about engagement are inconsistently tied to some of the information discussed.	Conclusions about engagement are tied to information chosen to fit the desired conclusion.	Conclusions about engagement are logically tied to relevant information, including diverse viewpoints.	Conclusions about engagement are logical and reflect student’s fully informed evaluation.

*** NOTE:** The category “Proficient” describes the skills of the typical student near the end of the semester of a Democracy in Perspective course.