Each General Education category is grounded in a set of learning outcomes. For the full set of learning outcomes for I-series courses see: [www.gened.umd.edu](http://www.gened.umd.edu)

This rubric is designed as a tool to assess activities aimed at student gains in the following learning outcome(s) for the I-Series General Education Category:

*At the completion of this course, students will be able to:*

- Identify the major question and issues of the I-Series course topic

<table>
<thead>
<tr>
<th>Criterion for review of student work</th>
<th>Descriptions of levels of student performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Question</strong> Engages the I-Series course question</td>
<td><strong>Advanced</strong></td>
</tr>
<tr>
<td>Engagement in the question is clear and concise, captures the central issue(s) of the course, and reveals that the content has been internalized</td>
<td>Engagement in the question is accurate, the meaning is evident, and is not impeded by omissions.</td>
</tr>
</tbody>
</table>
|**The Issues** Reveals complexity of the I-Series course question|Discussion of issues:
- Is comprehensive, insightful and creative
- Synthesizes in-depth information from appropriate sources
- Considers multiple perspectives (personal and scholarly)
- Reveals how answers to the question reflect an assumed perspective
- Recognizes enduring nature of the question|Discussion of issues:
- Is adequate to provide the context of the question and to indicate multiple facets pertinent to the question
- Presents in-depth information from relevant sources
- States multiple perspectives (personal and scholarly)
- Recognizes that the question does not have one right answer
- Recognizes the relevance of the question|Discussion of issues:
- Is simplistic, naïve or general
- Presents information from relevant sources
- Provides a superficial and or limited perspective
- Suggests that the question does not have one right answer
- Is narrow, presented a limited recognition of the relevance of the question|Discussion of issues:
- Is missing or provides no relevant information
- Does not include consideration of multiple perspectives or exploration of the complexity of the question
- Fails to acknowledge the question|
|**The Disciplinary Context** Represents the disciplinary context of the I-Series course question|Accurately reflects the perceptions of the course discipline/s. Uses language of course discipline/s in a fluent manner.|Provides a context that generally reflects the course discipline/s. Uses course discipline/s terms appropriately.|Provides a context recognizable to the course discipline/s. Uses course terms in an awkward, or imprecise, and/or inappropriate manner.|Does not provide context or context is not recognizable as related to the course discipline/s. Does not use terms or inaccurately uses terms of the course discipline/s.|

The I-Series Rubric was developed by the I-Series Faculty Board, supported by the Office of Undergraduate Studies and the Office of Institutional Research, Planning, and Assessment with the I-Series instructors upon review of the AAC&U VALUE rubrics and according to standards determined by the I-Series Faculty Board for student performance in the General Education I-Series courses. The rubric defines the standards for student performance in I-Series courses at the University of Maryland.