Foundational Skills Rubric

Feature	4	3	2	1
Context Student understands, applies, or brings together knowledge using the appropriate skills, tools and frame of reference for the context as understood in the course.	Student shows a **thorough/deep understanding** of what the context is and how it **reflects and/or influences** their work.	Student shows awareness of the context and can **differentiate, compare, and contrast** to better understand the context.	Student both shows awareness of local context and can relate the work to a **broader context**.	Student recognizes the local context through work that **fulfills the basic task** of the assignment.
Evidence Student uses sources of information, which may include evidence produced by original student work, reasoning, existing non-peer reviewed and peer-reviewed evidence.	Student integrates multiple contextually appropriate and relevant sources of information, **including sources from differing perspectives**, that they have evaluated for accuracy/validity and bias.	Student incorporates multiple contextually appropriate and relevant sources of information that they have evaluated for accuracy/validity and for **bias**.	Student includes **more than one** contextually appropriate source of information that they have evaluated for accuracy/validity and **describes relevance** of the sources.	Student includes **at least one** source of information appropriate to the context of the assignment, that they have evaluated for accuracy/validity.
Analysis Student separates any material or abstract concept into its fundamental elements to study the nature or determine its essential features and their relationships.	Student evaluates how the parts relate and shape the greater whole of complex concept(s) using **multiple views or lenses to yield different interpretations or conclusions**.	Student distinguishes how **one or more parts work in relation to the greater whole**, selecting and using an appropriate lens.	Student uses a **lens**, through which to see the **component parts** of a complex concept.	Student identifies **constituent elements** of something complex.
Conventions Student applies formal and informal rules that guide formatting, organization, and stylistic choices to convey meaning.	Student executes a **wide range of conventions** particular to a specific discipline including organization, presentation, formatting, and **stylistic choices to enhance meaning.**	Student makes **appropriate choices** about organization, presentation, **formatting, and style** to fulfill the assignment.	Student uses a **consistent system** for organization and presentation of ideas to fulfill the assignment.	Student **follows the** formatting, organization, and style **requirements** specified in the assignment prompt.

Western Oregon UNIVERSITY
General Education