

Honors Elective Outcomes Assessment	<i>Thoughtful pursuit of answers to open-ended questions</i>	<i>Appropriate use of evidence</i>	<i>Appreciation of variety of competing answers</i>	<i>Answers are located within the context of relevant disciplinary models</i>
<p><i>EXCELLENCE at the proficient level includes:</i></p>	<p><i>Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</i></p> <p><i>Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue.</i></p> <p><i>Limits of position (perspective, thesis/hypothesis) are acknowledged.</i></p>	<p><i>Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.</i></p>	<p><i>Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.</i></p> <p><i>Others' points of view are synthesized within position (perspective, thesis/hypothesis).</i></p> <p><i>Viewpoints of experts are questioned thoroughly.</i></p>	<p><i>Appropriately employs disciplinarily appropriate concepts, models and/or methodology</i></p>
<p><i>ADEQUACY at the proficient level includes:</i></p>	<p><i>Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.</i></p> <p><i>Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue.</i></p>	<p><i>Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.</i></p>	<p><i>Identifies own and others' assumptions and several relevant contexts when presenting a position.</i></p> <p><i>Others' points of view are acknowledged within position (perspective, thesis/hypothesis).</i></p> <p><i>Viewpoints of experts are subject to questioning.</i></p>	<p><i>Brings disciplinary concepts, models and/or methodology to bear on discussion, but they are generalized or oversimplified.</i></p>
<p><i>INADEQUACY at the proficient level includes:</i></p>	<p><i>Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.</i></p> <p><i>Specific position (perspective, thesis/hypothesis) does not acknowledge different sides of an issue</i></p>	<p><i>Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.</i></p>	<p><i>Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).</i></p> <p><i>Viewpoints of experts are taken as mostly fact, with little questioning.</i></p>	<p><i>Shows little to no awareness of disciplinary concepts, models or methodology</i></p>