

UW Oshkosh Graduate Studies Dual-Level Course Rubricⁱ

This rubric was designed to assess the quality of distinctions between undergraduate and graduate student performance and corresponding evaluations for dual-level courses. The UW Oshkosh Curriculum Approval Committee (CAC) of the Graduate Council has adopted the rubricⁱⁱ as a means of evaluating graduate dual-level course proposals. *Course proposals will be acceptable at the graduate-level if distinctions indicate “clear” or “strong evidence.”* It is expected that graduate faculty will include clear to strong evidence to distinguish performance expectations.

The rubric generally addresses several qualities simultaneously within the same scale, and is in the form of a continuum. The description of the qualitative differences could be cumulative. This rubric is descriptive and meant to be generalized across disciplines.

Absent	Weak	Some	Clear	Strong Evidence
	extra assignment same as undergrad	different assignment	specific criteria for measuring student performance	higher-level thinking i.e. Analysis & Synthesis
	distinct exam	same assignment more extended: 15-20 page paper vs. 7-10 page paper	higher sophistication i.e. more depth of language use	library research
	presentation of same undergrad assignment		graded with different criteria i.e. 90% mastery vs. 80% mastery	critical reading
			advanced vs. basic meaningful learning tasks	evaluative expectations both qualitative and quantitative
				quantitative evaluation augmented by qualitative description
				presentation of research

ⁱ This rubric was adapted from a rubric developed by Dr. Nicholas Karolides and Dr. Teri Crotty at UW River Falls.

ⁱⁱ Rubric informally adopted spring 2002. The Graduate Council approved the rubric fall 2006.