

# Competency Rubric

## Core Competency Scoring Rubric

### Natural Science - NSCI2

**SCI2 Design experiments:** Natural Sciences – SCI2 Design experiments – Given a problem, students formulate a potential solution or hypothesis and design a valid experiment to test it.

Table 1: Caption

Level	Description
<p><b>4 - Advanced</b></p> <p>Advanced performances exceed the expectations for Ferris graduates. This work shows an effective and well-developed response to the learning outcome. These students represent the strongest fraction of our graduates.</p>	<p>Advanced: Students use scientific literature to evaluate a contemporary issue. A compelling argument is made for a specific viewpoint while still considering the issue from multiple perspectives.</p>
<p><b>3 - Proficient</b></p> <p>Proficient performances meet the expectations for Ferris graduates. This work demonstrates a sufficient response to the learning outcome with regard to scope and accuracy. All students are expected to attain this level of ability by graduation.</p>	<p>Proficient: Students use credible sources to evaluate a contemporary issue. A strong argument is made for a specific viewpoint while still considering the issue from multiple perspectives.</p>
<p><b>2 - Progressing</b></p> <p>Developing performances approach the expectations for Ferris graduates. Although this work is more accomplished than that of novices, the scope and accuracy of the response does not yet satisfactorily address the learning outcome. This should be true of most first and second year students.</p>	<p>Progressing: Students use several sources to evaluate a contemporary issue. An argument is made for a specific viewpoint but the students do not consider the issue from multiple perspectives.</p>
<p><b>1 - Beginning</b></p> <p>Beginning performances do not meet the expectations for Ferris graduates. This work exhibits a novice level of ability with regard to addressing the learning outcome. This is the expected skill level for our incoming first year students</p>	<p>Beginning: Students use little evidence to evaluate a contemporary issue. A flawed argument is made for a specific viewpoint and the students do not consider the issue from multiple perspectives.</p>
<p><b>0 - Unsatisfactory</b></p> <p>Unsatisfactory performances neither meet the expectations for Ferris graduates nor those for incoming freshmen. This work exhibits profound deficiencies and/or is incomplete.</p>	<p>Unsatisfactory: Students fail to evaluate a contemporary issue. No argument is made for a specific viewpoint and the students do not consider the issue from multiple perspectives.</p>