

**Think Critically.** *Definition:* Critical thinking is an evaluation process that involves questioning, gathering, and analyzing opinions and information relevant to the topic or problem under consideration. Critical thinking can be applied to all subject areas and modes of analysis (historical, mathematical, social, psychological, scientific, aesthetic, literary, etc.). Students who think critically; **Communicate Effectively.**

*Definition:* To communicate effectively, students must be able to interact with diverse individuals and groups, and in many contexts of communication, from face-to-face to digital. Elements of effective communication vary by speaker, audience, purpose, language, culture, topic, and context. Effective communicators value and practice honesty and respect for others, exerting the effort required to listen and interact productively. Students who communicate effectively:

CLOS-Dimension Assessed	Exemplary	Proficient	Developing	Beginning
<ul style="list-style-type: none"> <li><b>Determine</b> information need, find and cite relevant information</li> </ul>	<p>Embeds in-text citations in MLA style accurately, and creates an acknowledges well-thought out and conscious choices, based on rhetorical awareness and the rhetorical situation, about when to paraphrase, summarize or quote source material.</p>	<p>Makes conscious choices, based on rhetorical awareness, about when to paraphrase, summarize, or quote source material.</p>	<p>Makes some choices, based on an emerging rhetorical awareness, about when to paraphrase, summarize, or quote source material. Most quotations are not speaking for the writer.</p>	<p>Includes paraphrases, summaries, and quotes based on little rhetorical awareness, and may not be entirely sure of when to paraphrase, summarize, or quote source material. Often includes quotations that take the place of the writer's voice.</p>
	<p>Embeds in-text citations accurately, and creates a mostly accurate Works Cited page. Few, if any, mistakes.</p>	<p>Embeds in-text citations mostly accurately, and creates a mostly accurate Works Cited page. Mistakes do not interfere with the reader's understanding of the material cited.</p>	<p>Embeds some in-text citations, with many of them formatted incorrectly. Creates a Works Cited page with inconsistent formatting and source information.</p>	<p>Embeds few or zero in-text citations, and those included are not formatted correctly. Creates a Works Cited page that is difficult to follow and under-developed. May also complete the essay without a Works Cited page or in-text citations.</p>

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<b>Cont.</b>	Follows standard MLA formatting conventions.	Follows most of the standard MLA formatting conventions.	Attempts to follow ML formatting, though may do so inconsistently.	Completes essay that doesn't follow MLA formatting (e.g., missing running header, incorrect first-page header, etc.)
• <b>Demonstrate</b> knowledge of the context and complexity of the issue	Addresses and discusses the larger context the focus of the essay arises from, and shows a clear understanding of how the essay fits into that context.	Addresses the larger context the focus of the essay arises from. Discusses this context and shows an awareness of how the essay fits into that context.	Begins to address the larger context the focus of the essay arises from. Attempts to discuss the larger context, and how the essay fits into that context.	Addresses the focus of the essay as though it exists without a larger context. Discusses this focus as though it does not connect to other areas outside of the author's sphere of awareness or understanding.
• <b>Integrate</b> other relevant points of view of the issue.	Integrates quoted material elegantly, and provides excellent contextualization and explanation of quotes.  Paraphrases and summarizes source material in a way that accurately conveys the meaning and spirit of the source material.	Integrates quoted material with signal phrases, and provides contextualization and explanation of quotes.  Paraphrases and summarizes source material accurately, at times conveying the meaning and spirit of the source material.	Integrates most quoted material with signal phrases, and provides some explanation and contextualization for the majority of quotes.  Paraphrases and summarizes mostly adequately, though may slightly misrepresent source material at times. May occasionally paraphrase ineffectively by relying heavily on the vocabulary and syntax of the source.	Includes quoted material with few or no signal phrases, and includes quoted material with little or no explanation or contextualization.  Attempts to paraphrases and summarize, but may rely heavily on the vocabulary and syntax of the source. May only change a few words when attempting to paraphrase. May, at times, misrepresent source material.

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<ul style="list-style-type: none"> <li><b>Create and express</b> messages with clear language and nonverbal forms appropriate to the audience and cultural context</li> </ul>	<p>Exhibits a clear understanding of the essay's particular audience.</p> <p>Shows a clear understanding of the audience through the mode or modes chosen to address that audience.. Anticipates the audience's needs in terms of evidence and contextual information provided. Shapes the essay to best address the essay's particular audience.</p> <p>Creates an essay that has a clear focus, main point, thesis or claim that provides a unique insight.</p> <p>Uses grammar, mechanics and word choice to enhance meaning and understanding. Largely free of error.</p>	<p>Exhibits an understanding of the essay's audience.</p> <p>Shows an evolving understanding of the audience through the mode or modes chosen to address that audience. Anticipates some of the audience's needs in terms of evidence and contextual information provided. Attempts to shape the essay to best address the essay's particular audience.</p> <p>Creates an essay that has a clear focus, main point, thesis, or claim.</p> <p>Uses grammar, mechanics and word choice to communicate meaning and</p>	<p>Exhibits a sporadic understanding of the essay's audience.</p> <p>Shows some understanding of the audience, and attempts to address that audience. Attempts to address the audience's needs through some evidence and contextual information. Includes some evidence and contextual information that doesn't match the audience's needs.</p> <p>Creates an essay that has a focus, main point, thesis or claim that is generally focused and clear.</p> <p>Uses grammar mechanics, and word choice to attempt to fully communicate meaning</p>	<p>Exhibits the belief that there is no identified or specific audience, and that audiences for essays are general and broad.</p> <p>Shows little understanding of the audience beyond a general reader or the instructor. Attempts to provide evidence and contextual, though these are so general they do not fit audience's needs.</p> <p>Creates an essay that has many ideas that do not yet cohere into one focus, main point, thesis or claim.</p> <p>Struggles to use grammar mechanics, and word choice to communicate meaning and</p>

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<b>Cont.</b>		understanding. Mostly free of error	and understanding, but readers may, at times, struggle to fully understand ideas and points. There are some errors.	understanding. The reader struggles to understand the ideas and point. There may be many errors.
<ul style="list-style-type: none"> <li><b>Organize</b> the message to adapt to cultural norms, audience, purpose, and medium</li> </ul>	<p>Exhibits a clear understanding of the essay's purpose and the rhetorical situation, and shapes the essay to address both fully.</p> <p>Presents information, reasoning and evidence in an order that enhances the reader's understanding of the essay.</p> <p>Uses transitions to clearly and effectively signal the relationship between ideas,</p>	<p>Exhibits an understanding of the essay's purpose and the rhetorical situation. Attempts to shape the essay to address both, though may struggle to do so fully.</p> <p>Presents information, reasoning, and evidence in an order that helps the reader understand the essay.</p> <p>Uses transitions to signal the relationship between ideas, to clarify those relationships to the reader, and to move</p>	<p>Exhibits an awareness of the essay's purpose and the rhetorical situation, though may struggle to address either within the essay.</p> <p>Presents information, reasoning and evidence in an order that may present some minor difficulties for the reader in understanding the essay.</p> <p>Uses some transitions to attempt to signal the relationship between ideas, and to attempt to move from one idea to another.</p>	<p>Exhibits some awareness of the essay's purpose and the rhetorical situation, and struggles to address either within the essay. Or, may exhibit little to no awareness of the essay's purpose and the rhetorical situation.</p> <p>Presents information, reasoning and evidence in a way that the writer may understand but the reader has difficulty following.</p> <p>Uses few transitions, and many of them may be stock transitions that do not quite fit the text (e.g.</p>

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<b>Cont.</b>	to clarify those relationships to the reader, and to move gracefully from one idea to another.	from one idea to another.		“First,” “Second,” “Next”). May not use any transitions between ideas.
<ul style="list-style-type: none"> <li><b>Construct</b> appropriate and defensible reasoning to draw conclusions</li> </ul>	Includes reasons to support the essay’s conclusion that are logical and persuasive.	Includes reasons to support the essay’s conclusion that are logical.	Includes reasons to support the essay’s conclusions that are mostly logical.	Includes reasons to support the essay’s conclusion that are hard for the reader to follow logically, or that the writer has not yet connected to the essay’s conclusion.
<ul style="list-style-type: none"> <li><b>Support</b> assertions with contextually appropriate and accurate examples, graphics, and quantitative information</li> </ul>	Provides evidence and examples to support assertions elegantly and fully. Includes evidence and examples that match the rhetorical situation and context, and greatly enhance the reader’s understanding of the idea or issue.	Provides evidence and examples to support assertions. Includes evidence and examples that match the rhetorical situation and context, and enhance the reader’s understanding of the idea or issue.	Provides some evidence and examples to support assertions. Includes some evidence or examples that may not fully match the rhetorical situation and context. In general, most of the evidence and examples enhances the reader’s understanding of the idea or issue.	Provides little evidence to support assertions. May rely heavily on personal examples. Includes evidence or examples that do not match the rhetorical situation or context. Readers may struggle to connect the evidence or example with the idea or issue.
<ul style="list-style-type: none"> <li><b>Attend</b> to messages, check for shared meaning, identify sources of misunderstanding, and signal comprehension or non-comprehension</li> </ul>	Includes some meta-commentary that identifies and clarifies the writer’s particular point of view, and in so doing enhances the reader’s understanding.	Includes some meta-commentary that somewhat clarifies the writer’s particular point of view.	Attempts to include meta-commentary that clarifies the writer’s point of view, but may struggle to effectively do so.	Writes without clarifying the writer’s point of view through meta-commentary.

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<ul style="list-style-type: none"> <li><b>Demonstrate</b> honesty, openness to alternative views, and respect for others' freedom to dissent</li> </ul>	<p>Acknowledges multiple sources/viewpoints and treats them respectfully. Reads and interprets sources by both doubting and believing the source's claims. Effectively addresses dissenting viewpoints with the essay.</p> <p>Provides thorough and specific feedback to peers during the peer review process that is both encouraging and constructive. Articulates clear reasons for criticisms that provide peers with ideas for revision.</p> <p>Evaluates peer and instructor feedback critically. Selectively incorporates suggestions into revisions.</p>	<p>Acknowledges multiple viewpoints with some respect. Attempts to read and interpret sources by both doubting and believing the source's claims. Attempts to address dissenting viewpoints with some success.</p> <p>Provides specific feedback to peers in the peer review process that is both encouraging and constructive. Articulates some reasons for criticisms that help provide peers with ideas for revision.</p> <p>Evaluates peer and instructor feedback critically. Incorporates many suggestions into revisions. May struggle to identify the most effective suggestions.</p>	<p>Acknowledges multiple viewpoints, but may not treat them respectfully, or may misrepresent them. May not attempt to read sources by both doubting and believing the source's claims. Attempts to address dissenting viewpoints, but may struggle to do so effectively.</p> <p>Provides feedback to peers in the peer review process that is encouraging and mostly constructive. May struggle to fully articulate reasons for criticisms.</p> <p>Evaluates peer and instructor feedback, but struggles to do so critically. Incorporates some suggestions into revisions. May struggle to identify the most effective suggestions.</p>	<p>Acknowledges writer's viewpoint, or the viewpoints of sources that agree with writer's ideas, without acknowledging dissenting perspectives.</p> <p>Provides limited feedback to peers in the peer review process. May focus on either effective elements or ineffective elements of the essay, thus giving the peer an unbalanced view of her or his work.</p> <p>May not evaluate or take into consideration peer and instructor feedback. May incorporate only a few revisions suggestions, or none at all. May not differentiate between ineffective and effective suggestions for revision.</p>

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