

CRITICAL THINKING & PROBLEM SOLVING RUBRIC

Dimension Assessed	Exemplary	Proficient		Marginal		Unacceptable
	6	5	4	3	2	1
1. Identify the Challenge <ul style="list-style-type: none"> Can the student identify and define critical challenges and/or key issues? 	<ul style="list-style-type: none"> Critical challenges and key issues clearly identified Precise language used to clearly articulate issues Definition extended with clarifying examples or comparisons 	<ul style="list-style-type: none"> Issues identified. Definition of challenge presented. Definition may be descriptive without stipulating precise conditions or criteria 		<ul style="list-style-type: none"> Some description of issues may be included but rudimentary, not articulated clearly 		<ul style="list-style-type: none"> Challenges/key issues either not named or defined
2. Multi-dimensional Approach <ul style="list-style-type: none"> Does the student integrate knowledge or other relevant points of view of the issue or problem? 	<ul style="list-style-type: none"> Demonstrates and implements multiple analytical approaches to a given challenge and describes how various perspectives were used in addressing the problem or challenge. 	<ul style="list-style-type: none"> Recognizes and identifies more than one approach and/or perspective to a given challenge 		<ul style="list-style-type: none"> May fail to adequately implement additional approaches or describe how they were useful 		<ul style="list-style-type: none"> Position or hypothesis is grounded in a singular, often personal, perspective
3. Context <ul style="list-style-type: none"> Does the student reflect knowledge of the context (e.g., historical, social, political, cultural, theoretical, applied)? 	<ul style="list-style-type: none"> Identifies personal bias and context for personal perspectives. Describes and utilizes historical, social, cultural, political, theoretical, applied contexts and assumptions as appropriate. 	<ul style="list-style-type: none"> Demonstrates some recognition of context and complexity of issues. 		<ul style="list-style-type: none"> Recognizes the context of one's own personal perspectives 		<ul style="list-style-type: none"> Analysis is grounded in absolutes with limited consideration of the context or complexity of issues. May be narrowly personalized.
4. Data/Evidence <ul style="list-style-type: none"> Does the student use supporting evidence, data, and specific details in appropriate ways? 	<ul style="list-style-type: none"> Presents and analyzes appropriate supporting data/evidence for validity, reliability, accuracy, relevance and completeness (in the broad sense). Distinguishes patterns or relationships in the data/evidence Or, critically analyzes, synthesizes and evaluates various forms and genres of information. 	<ul style="list-style-type: none"> Identifies and acknowledges specific data/evidence Demonstrates some ability to interpret data critically 		<ul style="list-style-type: none"> Recognizes various forms of information, but has difficulty synthesizing and establishing meaning from data. 		<ul style="list-style-type: none"> Data/Evidence or sources are simplistic and/or inappropriate. Inconsistent and/or inaccurate testing and/or use of data/evidence.

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5. Reasoning <ul style="list-style-type: none"> Did the student use appropriate and defensible reasoning in drawing conclusions and/or solving the problem or challenge? 	<ul style="list-style-type: none"> Clear line of reasoning from definition of issues, explication of assumptions, and drawing conclusions from appropriate evidence. Counter-arguments answered Challenge or problem solved with sophisticated reasoning 	<ul style="list-style-type: none"> Conclusions supported by adequate evidence or examples. Use of "If...then...because" or other appropriate reasoning structures Counter-arguments presented but may not be answered. Challenge or problems solved with systematic process. 	<ul style="list-style-type: none"> Conclusion is simplistic and presented as absolute. Challenge or problem may be described without a solution or systematic procedures to resolve it. 	<ul style="list-style-type: none"> Conclusions absent or too broad. May be derived from minimal specifics or supported by little evidence or few examples. Challenge or problem may be described without solution or systematic procedures to resolve it 		
6. Inferences, Implications, and Consequences <ul style="list-style-type: none"> Can the student reflect, relate, and extend conclusions? Can the student create something new or original? 	<ul style="list-style-type: none"> Identifies and extends implications, consequences, and inferences in a reflective manner May generate new solutions, creative products or new questions which demonstrate reflection. 	<ul style="list-style-type: none"> Occasionally identifies implications or consequences or makes a few inferences. Inconsistently integrates and interprets information in new ways. 	<ul style="list-style-type: none"> Only minimal implications, consequences or inferences are drawn. 	<ul style="list-style-type: none"> Incorrect implications, consequences or inferences are drawn. 		

COMMUNICATING EFFECTIVELY RUBRIC

Criteria	4 Exemplary	3 Proficient	2 Marginal	1 Unacceptable
1 Organization, Structure	The message <ul style="list-style-type: none"> Is logically and fully developed consistent with the constraints of the audience and the intent of the message; Is purposeful and coherent. 	The message <ul style="list-style-type: none"> contains elements of logical development contains clear transitions has a recognizable flow of ideas. 	The message <ul style="list-style-type: none"> lacks a logical organization is sometimes disjointed and/or awkward. 	The message <ul style="list-style-type: none"> has no discernible organizational structure contains random, unconnected elements.
2 Support, Evidence	The message <ul style="list-style-type: none"> is well-developed with varied and appropriate supports: such as examples, illustrations, details, such as documentation, citations, empirical evidence, outside sources, etc., attributing sources as appropriate. (see note below) 	The message <ul style="list-style-type: none"> is developed with appropriate though limited support, generally attributes sources as appropriate. 	The message <ul style="list-style-type: none"> includes weak and/or inappropriate support. Sources are inconsistently attributed. 	The message <ul style="list-style-type: none"> lacks evidence and/or fails to attribute sources.
3 Content	The message <ul style="list-style-type: none"> is engaging. provides significant insight, or new information, or a useful perspective from the work. (see notes below) 	The message <ul style="list-style-type: none"> is clear, accurate, and appropriate. provides insight, or enough information to make an informed decision. 	The message <ul style="list-style-type: none"> is somewhat inaccurate or unclear. provides little insight or information. 	The message <ul style="list-style-type: none"> is distorted or contains misinformation. confuses or misleads.
4 Technique	The message <ul style="list-style-type: none"> is free of technical errors and/or errors of convention relevant to the specific medium or genre. Technique is used in a sophisticated, or creative, or nuanced manner. 	The message <ul style="list-style-type: none"> is generally free of technical errors or errors of convention relevant to the specific medium or genre. errors do not interfere with meaning. 	Repeated technical errors or errors of convention interfere with the audience's ability to understand the intended meaning.	Technical errors or errors of convention make it impossible for the audience to understand the intended meaning.
5 Presentation	The style and tone of the message enhances its effectiveness; the message has discernible style and elegance.	The style and tone of the message supports its effectiveness.	The style and tone of the message supports effectiveness in some aspects and undermines it in others.	The style and tone of the message undermines its effectiveness.
6 Purpose or Effect	The overall purpose or effect of the message is easily understood and clearly conveyed (may require subtlety and nuance in some disciplines).	The overall purpose or effect of the message can be discerned with some effort.	The purpose or effect of the message is vague or unclear.	The purpose or effect of the message is not at all apparent or is missing.
NOTES: If a score falls between categories, give the lower score. Not all artifacts may include citation/attribution of source material "Audience" generally refers to the scorers using the rubric, but may also include original audience members in the case of a presentation, performance or speech.				