

CRITICAL THINKING RUBRIC

LEARNING OUTCOME: Demonstrates critical thinking

| DIMENSION | WHAT IS BEING ASSESSED | Not Yet Proficient | Proficient | Exceeds Proficiency |
|-----------|--|---|--|--|
| Evidence | Assesses quality of information that may be integrated into an argument | Information is incomplete and/or not reputable. | Information is credible and appropriate to support development of a coherent analysis. | High quality, credible information directly related to topic is selected in order to develop a comprehensive analysis. |
| Integrate | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | Synthesis is incomplete, inappropriate, and/or lacking sufficient information for purpose. | Synthesizes ideas and information appropriate for purpose. | Synthesizes ideas and information appropriate for purpose and clearly articulates either the thought process leading to the synthesis of or relationship between ideas and information |
| Evaluate | Evaluates information, ideas, and activities according to established principles and guidelines | Conclusion is inconsistently tied to information; related outcomes (consequences and implications), are incorrect and/or insufficiently identified. | Conclusion and/or opinion is logically tied to an appropriate range of information and insight. Related Outcomes (consequences and implications) are identified clearly. | Conclusions, opinions, and related outcomes (consequences and implications) are logical and reflect informed evaluation and ability to utilize evidence, perspective and/or insight. |

EFFECTIVE COMMUNICATION RUBRIC

LEARNING OUTCOME: Demonstrates communication skills that express and convey ideas clearly and effectively

| DIMENSION | WHAT IS BEING ASSESSED | Not Yet Proficient | Proficient | Exceeds Proficiency |
|---------------------------------------|--|---|---|---|
| Central Message and Structure: | Demonstrates primary focus (main idea or thesis) of the work and organizes the parts or elements of the work to aid in understanding, which includes being coherent, logical, and complete | Central message is unclear or inconsistent. Structure is not consistent or discernable throughout the work. | Central message is evident and understandable. Structure of the work follows a coherent, consistent and logical form for the whole work; uses disciplinary or task conventions appropriately and consistently. | Central message is clearly evident, understandable and eloquently conveyed. Creates organizational pattern that enhances flow and cohesiveness through the whole work; demonstrates detailed attention to and successful execution of disciplinary or task conventions. |
| Substantiation | Interprets credible evidence to support solid reasoning and conclusions, while documenting in accordance with disciplinary conventions | Some support is used to explain and/or substantiate ideas, but are underdeveloped or unconnected to central message; evidence used lacks variety, quantity or quality and/or proper documentation | Credible evidence is fully integrated to support the development of the central message; shows an awareness of the standards of evidence and documentation for the discipline | Central message is clearly evident and entire work follows a logical pattern of development; compelling scholarly evidence also supports central message; evidence is carefully incorporated and conscientiously documented |
| Delivery-Written | Constructs clear and readable text that is consistent with disciplinary and standard written conventions including proofreading and proper syntax etc., appropriate to the purpose and audience | Text sometimes obscures meaning because of failure to follow standard written conventions and may include convoluted syntax, errors in usage, misspellings etc. | Text observes standard written conventions and shows solid control over mechanical conventions, is correct, edited, proofread, and contains very few errors. Work uses diction appropriate for the audience. | Text is sophisticated, precise, appropriate to context, professional and/or scholarly, and shows complete control of mechanics; virtually error free. |
| Delivery-Oral | Delivers an oral presentation appropriate for audience, using various multimodal techniques (posture, gesture, eye contact, and vocal expressiveness), which could include audio and visual aids | Delivery detracts from the understandability of the presentation; audio/visual aids do not support main points and/or detract from or overwhelm the presentation | Delivery makes the presentation interesting. Audio/visual aids enhance the effectiveness of the presentation. | Delivery makes the presentation compelling; audio/visual aids increase the effectiveness of the presentation, add insight to main points, and augment speaker's credibility |