

## 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.

## INTEGRATIVE THINKING RUBRIC

**LEARNING OUTCOME: Demonstrates integrative thinking by synthesizing disciplinary knowledge and applying this synthesis to new contexts**

DIMENSION	WHAT IS BEING ASSESSED	Not Yet Proficient	Proficient	Exceeds Proficiency
<b>Connections to Experience</b>  <i>OR</i>	Connects academic knowledge to experiences	Connections between life experiences and academic texts and ideas are limited to resources perceived as similar and related to own interests.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), and connects experiences to concepts/ theories/ texts and frameworks of fields of study.	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.
	<b>Connections to Discipline</b>	Makes connections across disciplines	Without prompting, is unable to present examples, facts, or theories from more than one field of study.	Independently connects examples, facts, or theories from more than one field of study.
<b>Transfer</b>	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations	Is unable to transfer basic skills, abilities, theories, or methodologies gained in one situation to a new situation.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Independently adapts and applies, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.
<b>Integrated Communication</b>	Communicates complex concepts by choosing appropriate content and form	Is unable to communicate (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form or of sufficient quality.	Communicates integrated thought by choosing an appropriate format, language, or graph (or other visual representation) to connect content and form, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.