

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.

SOCIAL RESPONSIBILITY IN A DIVERSE WORLD RUBRIC

LEARNING OUTCOME: Demonstrates engagement with cultural and ethnic diversity

DIMENSION	WHAT IS BEING ASSESSED	Not Yet Proficient	Proficient	Exceeds Proficiency
Knowledge of cultural worldview frameworks	Demonstrates knowledge of elements important to members of another culture	Demonstrates superficial knowledge of the complexity of elements important to members of another culture.	Demonstrates knowledge of differences between members of different cultures in relation to history, ethical values, politics, communication styles, economy, or beliefs and practices.	Demonstrates sophisticated knowledge of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Intercultural Awareness	Demonstrates awareness of multiple cultural perspectives	Views the experience of others, but does so through only one cultural worldview.	Recognizes intellectual, ethical and emotional dimensions of more than one worldview.	Interprets intercultural experience from the perspectives of own and more than one worldview.
Intercultural Engagement	Engages with cultures other than one's own	Does not sufficiently ask questions or investigate other cultures.	Asks questions about other cultures and investigates answers to these questions.	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.
Ethical Issue Recognition	Explains ethical issues as they relate to cultures	Recognizes basic and obvious ethical issues but fails to grasp complexity or interrelationships.	Recognizes ethical issues when issues are presented in a complex, multilayered (gray) context	Recognizes ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.