

Critical Thinking Rubric:

	Level 1 1	Level 2 2	Level 3 3	Level 4 4
Explanation of issues	Problem/issue relevant to a different situation identified	Problem/issue relevant to situation stated	Problem/issue relevant to situation stated and partially described	Problem/issue relevant to situation in context clearly stated
Investigation of evidence	Position is unsubstantiated, random. Limited evidence of exploration (curiosity) or awareness of need for information, search, selection, source evaluation & source attribution (citations).	Position strengthened by supporting evidence, though sources are limited or convenient (assigned sources & personal stories only) and in a single mode (text, audio, graphs, or video, etc); Source use repeats information and absent contrary evidence. Attribution merely lists references, decorates.	Position is supported by evidence, though selective (cherry picked), inconsistently aligned, narrow in scope and limited to one or two modes. Examination of source quality shows some balance; attribution (citations) documents and adds authority to position.	Position is established with evidence. Source selection reflects some exploration across disciplines and integrates multiple media modes; Veracity of sources is challenged and mostly balanced. Source summaries and attribution deepen the position not just decorate it.
Influence of context and assumptions	Position presented in absolutes with little recognition of own	Position presented tentatively, with emerging awareness of	Position presented with recognition of contextual sources of bias,	Position qualified by considerations of experiences,

	personal and cultural bias and little recognition of ethical, political, historical or other considerations.	own and others' biases, ethical and political, historical sources and implications of bias.	assumptions and possible implications of bias.	circumstances, conditions and environment that influence perspectives and the implications of those perspectives.
Own perspective, hypothesis, or position	Work contains a discernible position or hypothesis that reflects the student's perspective.	Position or hypothesis is clear, whether stated or implied, with at least one other perspective acknowledged.	A reasonable, clear position or hypothesis is stated or implied. Important objections and/or alternate perspectives are considered with some thought.	A reasonable, clear, position or hypothesis, stated or implied, demonstrates some complexity of thought. It also acknowledges, refutes, synthesizes, or extends some other perspectives appropriately.
Conclusions, implications and consequences	Conclusions are not supported by the evidence or repeat the evidence without synthesis or elaboration; tendency to confuse correlation and cause. Considerations of consequences are sketchy,	Conclusions are weakly supported by evidence, with only emerging synthesis. Assertions of cause are doubtful. Considerations of consequences are narrow or exaggerated and	Conclusions and evidence are relatively obvious, with synthesis drawn from selected (cherry picked) evidence. Assertions of cause are supported mostly by opinion and are also	Conclusions are based on a synthesis of evidence from various sources. Inferences about causal consequences are supported by evidence that has been evaluated from disparate

	drawn in absolutes, or absent.	dichotomous.	selective. Considerations of consequences are timid or obvious and easy.	viewpoints. Analysis of implications indicates some awareness of ambiguity.
Passing Score: 3				
Based on Average Score				

Integrative Learning Rubric:

	Level 1 1	Level 2 2	Level 3 3	Level 4 4
<p>Connections to experience Connects relevant experience & academic knowledge</p>	<p>Demonstrates some understanding of how one's own experience outside of formal classroom relates to fields of study.</p>	<p>Begins to appropriately associate one's own experience outside of the classroom with fields of study.</p>	<p>Demonstrates an understanding of the influence of fields of study with one's own experience outside of the classroom.</p>	<p>Shows evidence of combining fields of study and one's own perspective on classroom content as well as life situations to illuminate and deepen one's analysis, synthesis, or interpretation(s).</p>
<p>Connections to discipline Sees (makes) connections across disciplines, perspectives</p>	<p>Stays within the confines of a discipline in the context of assignments; and articulates one perspective.</p>	<p>Includes an example, fact, or theory from outside a field of study; acknowledges the presence or possibility of other perspectives.</p>	<p>Uses examples, facts, and theories from beyond a field of study, and identifies multiple perspectives.</p>	<p>Extends and recombines theories/frameworks using examples and facts to deepen analysis of issues or define/solve problems; takes multiple perspectives on a range of issues.</p>

Transfer. Adapts knowledge, concepts, and/or tools from one discipline to another	Connects familiar frameworks to new situations.	Applies familiar frameworks to new situations.	Synthesizes familiar frameworks into new uses.	Adapts familiar frameworks for new uses.
Communication. Balances form and content in communication choices	Uses medium and form adequately to convey content.	Demonstrates of an awareness of how form can contribute and respond to content.	Begins to use medium and form to contribute and respond to content.	Within context of portfolio (or artifacts being reviewed), demonstrates clear ability to integrate or synthesize content, medium, and form to skillfully communicate complex learning.
Identity as Learner	Begins to identify one's self as a learner, differentiating appropriately one's self from what one is learning.	Articulates one's own learning strengths and sets goals for improvement.	Articulates one's identity as a learner, beginning to contribute in environments characterized by ambiguity and risk.	In challenging learning situations, articulates one's identity as a learner and contributor to a variety of settings, which may include academic work, campus and civic environments.

Passing Score: 3

Based on Average Score

Creative Thinking Rubric:

	Level 1 1	Level 2 2	Level 3 3	Level 4 4
Demonstrates willingness and ability to acquire skill and theory-based competence within a domain	Model: bases work entirely on reproduction of expert models within the parameters of the domain	Adapt: adapts an expert model to their own specifications, thereby creating an object or solution acceptable within the parameters of the domain	Create: creates an entirely new object or solution acceptable within the parameters of the domain	Reflect: uses the criteria appropriate to the domain to correctly evaluate his/her own work and the work of others, being aware of choices made and able to defend them within the domain
Willing to take risks. Can include going against the directives of the assignment, introducing new materials and forms, tackling highly challenging topics, etc.	Even when given an assignment where risk is required, unwilling to take risk	Rejects the possibility of a taking the project in a new direction or of exploring new approaches. Strictly adheres to the parameters of the assignment as given.	Attempts the project by going in new directions or approaches but does so within the explicit confines of the assignment as presented.	Willingly attempts new directions or approaches in the project knowing that failure is a real possibility on the way to successful completion of the project as assigned.

Complexity and flexibility of thought	Is limited to a single predictable strategy in response to the problem or assignment	Explores several strategies in response to the problem or assignment, not always successfully	Utilizes multiple strategies in response to the problem or assignment	Successfully utilizes a broad range of strategies and adapts unexpected strategies in response to the problem or assignment
Open to alternate, potentially divergent or contradictory perspectives	Alternate, divergent, or contradictory ideas are not present in the work, or, if they do appear are presented inappropriately. The author does not speak to divergent perspectives.	Alternate, divergent, or contradictory ideas are not effectively contextualized or made to cohere with other parts of the whole.	Alternate, divergent, or contradictory ideas are present and an attempt is made to contextualize them, although there is evidence that the author may have difficulty coordinating all the varying approaches	Alternate, divergent, or contradictory ideas are contextualized effectively and presented coherently. The author demonstrates a tolerance for ambiguity and is able to negotiate between competing ideas
Novelty or Uniqueness (of Idea, Claim, Question, Form, etc.)	Repeats existing ideas.	Includes limited number of unique ideas, novel questions, and/or original formats	Frequently identifies and explores unique ideas, novel questions, and creates original formats	Consistently identifies and explores unique ideas, novel questions, and creates original formats
Synthesis and connections. Transformational results	Does not recognize connections among disparate or contradictory	Identifies new connections among disparate or contradictory	Synthesizes diverse or contradictory ideas or solutions into a coherent	Goes beyond synthesizing transforms existing ideas and

	ideas or solutions	ideas or solutions	whole	solutions into entirely new forms
Passing Score: 3				
Based on Average Score				