

LEARNING GOAL #1

*Think analytically and critically by questioning assumptions, evaluating evidence, and articulating well-reasoned arguments
adapted from AAC&U*

Assignment or Activity: _____

Note: assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Mastering 4	Practicing 3	Demonstrating 2	Introduced 1
Analysis of issue	Student clearly states issue or problem and able to describe it comprehensively, delivering all relevant information necessary for full understanding.	Student states issue or problem and is able to describe and clarify so that understanding is not seriously impeded by omissions.	Student states issue or problem but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Student states issue or problem without clarification or description.
Questioning assumptions	Student thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Student identifies own and others' assumptions and several relevant contexts when presenting a position.	Student questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Student shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Evaluating evidence	Student takes information from appropriate source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Student takes information from appropriate source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Student takes information from mostly appropriate source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Student takes information from source(s) without any interpretation/evaluation. Some (but not all) sources may be inappropriate. Viewpoints of experts are taken as fact, without question.
Articulating a position	Student presents a specific position (perspective, thesis/hypothesis) that is imaginative, taking into account the complexities of an issue. Student acknowledges the limits of position and others' points of view are synthesized within position.	Student presents a specific position (perspective, thesis/hypothesis) that takes into account the complexities of an issue. Student acknowledges others' points of view within position.	Student presents a specific position (perspective, thesis/hypothesis) that acknowledges different sides of an issue.	Student states a specific position (perspective, thesis/hypothesis), but it is simplistic and obvious.
Reaching well-reasoned conclusions	Student's conclusions, as well as related consequences and implications, are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Student's conclusion is logically tied to a range of information, including opposing viewpoints; related consequences and implications are identified clearly.	Student's conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related consequences and implications are identified clearly.	Student's conclusion is inconsistently tied to some of the information discussed; related consequences and implications are oversimplified.