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| **AU UNDERGRADUATE ASSESSMENT RUBRIC** | | | | |  | | EXPECTED DEVELOPMENT FOR **FRESHMEN** | | |  |
| CRITICAL THINKING | | |  | | EXPECTED DEVELOPMENT FOR **SOPHOMORES** | | | |  |  |
| (adapted from AACU VALUE rubrics) | | | EXPECTED DEVELOPMENT FOR **JUNIORS** | | | | |  |  |  |
|  |  | EXPECTED DEVELOPMENT FOR **SENIORS** | | | |  | |  |  |  |
| **Category** | **6 - Exceptional** | **5 - Proficient** | | **4 - Competent** | | **3 - Intermediate** | | **2 - Fundamental** | **1 - Emerging** | **0 – No evidence** |
| 1.  **Critical Thinking:**  Explanation of Issues | Paper meets all criteria of level 5 and exhibits proficiency beyond college level | * Issue/problem is stated clearly and comprehensively, including conscientious efforts to address context, nuance, and significance | | * Issue/problem is stated with sufficient clarification and some efforts to address context, nuance, or significance | | * Issue/problem is stated clearly, though with limited context, nuance, or significance | | * Issue/problem stated with some attempt to clarify and provide additional information to aid understanding | * Issue/problem is stated without clarification or description | No evidence |
| 2.  **Critical Thinking:**  Evaluating Evidence, Context and Assumptions | Paper meets all criteria of level 5 and exhibits proficiency beyond college level | * Identifies and questions evidence in text and one’s own response * Demonstrates awareness of how assumptions undergird arguments (own and others) * Explores and evaluates several relevant contexts | | * Identifies relevant aspects of context * Demonstrates awareness of assertions/assumptions * Demonstrates that viewpoints of experts are subject to questioning * Does not yet question what are held to be basic truths | | * Provides context when presenting a position * Identifies and questions assertions and assumptions * May be more aware of others’ assumptions than own | | * Identifies some aspects of context * Demonstrates awareness that assumptions are made in the support (or rejection) of one’s own argument or arguments of others | * Shows limited awareness of context or assumptions (own or others) * Takes statements in text as fact, without question * Does not evaluate quality of one’s own evidence | No evidence |
| 3.  **Critical Thinking:**  Conclusions and Related Outcomes | Paper meets all criteria of level 5 and exhibits proficiency beyond college level | * Conclusions reflect synthesis of a range of information * Includes discussion of potentially opposing viewpoints * Consequences and implications are thoroughly examined | | * Conclusions are logically tied to a range of relevant evidence * Consequences of implications are considered, but may not be thoroughly examined | | * Conclusions are logically tied to evidence * Evidence may have been selectively chosen to fit the desired conclusion * Consequences or implications are minimally identified | | * Conclusions drawn, but are underdeveloped or inconsistently tied to evidence | * Conclusions drawn, but with minimal support | No evidence |