

HN 201 USLO Rubric  
Critical and Creative Thinking<sup>1</sup>

| Student Learning Outcome   | Advanced<br>4   | Target<br>3  | Developing<br>2   | Beginning<br>1   |
|--|---|--|---|--|
| <p><b>SLO 1--Evidence</b><br/>Evaluate written, oral (and/or visual information), evidence, and argument for reliability and authority (and/or usefulness). Examples of sources listed include but are not necessarily limited to the following: observation, testimony, measurement, and experimental research.</p> | <p>Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.</p>                      | <p>Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.</p> | <p>Information is taken from 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.</p> | <p>Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.</p>                        |
| <p><b>SLO 2—Influence of context and assumptions</b><br/>Analyze own and other’s assumptions systematically and methodically, and evaluate relevance of contexts when presenting a position.</p>   | <p>Thoroughly (systematically and methodically) analyzes own and others’ assumptions and carefully evaluates the relevance of contexts when presenting a position.</p>                                    | <p>Identifies own and others’ assumptions and several relevant contexts when presenting a position.</p>  | <p>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).</p>  | <p>Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.</p> |
| <p><b>SLO 3—Conclusions and related outcomes</b><br/>Develop well-supported, clearly articulated argument(s) to support a stance and use to justify one or more conclusions.</p>   | <p>Conclusions and related outcomes (consequences and implications) are logical and reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order.</p> | <p>Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.</p>           | <p>Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.</p>                       | <p>Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.</p>                  |

<sup>1</sup> This rubric is adapted from the Association of American Colleges and Universities Critical Thinking VALUE Rubric.