

HN 303 USLO Rubric
Critical and Creative Thinking¹

	Advanced 4	Target 3	Developing 2	Beginning 1
<p>SLO 1—Evidence Develop a coherent body of evidence, sufficient to support an argument, through the evaluation of an array of sources for meaning, relevance, and reliability.</p>	<p>Evaluates information in sources in sufficient depth to develop a comprehensive assessment or argument. Integrates a wide range of sources in support of analysis. Viewpoints of experts are critiqued thoroughly.</p>	<p>Evaluates information in sources in sufficient depth to develop a coherent assessment or argument. Integrates a range of sources. Viewpoints of experts are critiqued.</p>	<p>Evaluates information in sources, but not in sufficient depth to develop a coherent assessment or argument. Range of sources might be limited. Viewpoints of experts are taken as fact, with little critique.</p>	<p>Does not evaluate sources with any depth. Sources are not varied. Viewpoints of experts are taken as fact, with no critique.</p>
<p>SLO 2—Student’s Position Formulate a specific position (perspective, thesis/hypothesis) that accounts for the complexities of the issue and weighs the positions taken by others.</p>	<p>Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).</p>	<p>Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).</p>	<p>Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.</p>	<p>Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.</p>
<p>SLO 3-Conclusions and Outcomes Create organized, well-supported, clearly articulated argument(s) to construct a stance and use to justify one or more conclusions.</p>	<p>Conclusions are logical and reflect student’s informed evaluation. Argument is created by clearly delineating supporting points, proven with relevant evidence and perspectives, organized in accordance with their relevance.</p>	<p>Conclusions are logically connected to a range of information. Argument states supporting points and identifies evidence, but may lack strong organization.</p>	<p>Conclusions are logically connected to information. Argument may selectively identify evidence, or may not articulate sub-arguments to fully support conclusions.</p>	<p>Conclusions are inconsistently connected to some of the information discussed. Argument is oversimplified and may not be clearly articulated.</p>

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