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| **QEP / Critical Thinking Rubric**  *To be used for scoring student responses on scenarios to measure QEP Outcomes 1-3.* | **Unacceptable (1)**  **The student does not demonstrate the skills required for the outcome.** | **Emerging (2)**  **The demonstration of skills required for the outcome is weak.** | **Developing (3)**  **The demonstration of skills required for the outcome is present, but needs improvement.** | **Proficient (4)**  **The demonstration of skills required for the outcome is apparent.** | **Exemplary (5)**  **The demonstration of skills required for the outcome is excellent.** |
| **Outcome 1**  Students are able to analyze and interpret relevant information. | Student does not analyze or interpret the information. | Student uses analysis and interpretation minimally. | Student response includes analysis and interpretation, but the response is somewhat incomplete or inaccurate. | Student response ***proficiently*** analyzes and interprets the relevant information. | Student response ***soundly*** analyzes and interprets the relevant information. |
| **Outcome 2**  Students are able to reach conclusions based on a demonstrated reasoning process. | Student does not provide a relevant conclusion nor demonstrate a reasoning process. | Student conclusion is either not relevant or it is not based on a demonstrated reasoning process. | Student reaches a relevant conclusion, but the reasoning process is somewhat incomplete or inaccurate. | Student reaches a relevant conclusion and ***proficiently*** demonstrates that the conclusion is based on a reasoning process. | Student reaches a relevant conclusion and ***soundly*** demonstrates that the conclusion is based on a reasoning process. |
| **Outcome 3**  Students are able to evaluate and explain relevant information. | Student does not evaluate or explain the information. | Student either does not evaluate the information, or poorly explains the results of the evaluation. | Student evaluates the information and explains the results, but the response is somewhat incomplete or inaccurate. | Student response ***proficiently*** demonstrates the skills required to evaluate and explain. | Student response ***soundly*** demonstrates the skills required to evaluate and explain. |

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| **Critical Thinking Rubric to measure QEP outcomes** | **Unacceptable (1)**  **The student does not demonstrate the skills required for the outcome.** | **Emerging (2)**  **The demonstration of skills required for the outcome is weak.** | **Developing (3)**  **The demonstration of skills required for the outcome is present, but needs improvement.** | **Proficient (4)**  **The demonstration of skills required for the outcome is apparent.** | **Exemplary (5)**  **The demonstration of skills required for the outcome is excellent.** |
| **Outcome 1**  Students are able to analyze and interpret relevant information. | Offers biased interpretations of evidence, statements, graphics, questions, information, or other viewpoints.  Fails to identify or hastily dismisses strong, relevant counter-arguments. | Misinterprets some of the evidence, statements, graphics, questions, etc.  Fails to identify some important arguments (reasons and claims), pros, and cons. | Interprets some of the evidence, statements, graphics, questions, etc.  Identifies some of the arguments (reasons and claims), pros, and cons.  Interpretation or analysis may not be completely accurate. | Accurately interprets the evidence, statements, graphics, questions, etc.  Identifies some of the arguments (reasons and claims), pros, and cons. | Accurately interprets the problem, issue, evidence, statements, graphics, questions, etc.  Identifies the most important arguments (reasons and claims), pros, and cons.  Identifies the main problem and subsidiary, embedded or implicit aspects of the problem, and identifies them clearly, addressing their relationships to each other. (WSU)  Identifies not only the basics of the issue, but recognizes nuances of the issue.   (WSU)  Identifies, appropriately, one’s own position on the issue, drawing support from experience, and information not available from assigned sources (WSU) |
| **Outcome 2**  Students are able to reach conclusions based on a demonstrated reasoning process. | Conclusions are unwarranted, fallacious, irrelevant, or missing.  Provides no evidence or reasons for conclusions.  Ignores or superficially considers some alternate points of view or implications or consequences of actions. | Conclusions are unwarranted or fallacious.  Provides minimal evidence or reasons for conclusions.  Fails to consider some alternate points of view or implications or consequences of actions. | Conclusions are somewhat satisfactory, but may not be completely relevant for the situation.  Conclusions may be relevant for the situation, but are not well-supported by a reasoning process  Conclusions are not judicious, may be fallacious or based on opinion, may not consider various points and implications/consequences of suggested actions. | Conclusions are warranted, judicious, non-fallacious, based on fact, not opinion.  Fair-mindedly follows evidence and reasons.  Considers obvious points of view and the implications or consequences of actions. | Conclusions are warranted, judicious, non-fallacious, based on sound reasoning; clearly distinguishing between fact, opinion and/or value judgments.  Fair-mindedly follows evidence and reason leads.  Identifies and considers the influence of context on the issue (paraphrased WSU)  Considers major alternative points of view, observes cause and effect and addresses the implications or consequences of actions. |
| **Outcome 3**  Students are able to evaluate and explain relevant information. | Regardless of the evidence or reasons in the given information, maintains or defends views based on self-interest or preconceptions.  Does not explain or communicate a relevant response. | Ignores the credibility of claims or strengths/weaknesses in the information.  Does not identify any additional information that may be helpful in solving the problem or drawing the conclusion.  Fails to identify alternate interpretations, explanations, or solutions.  Explains very few aspects of the response. The response is not well-founded and is poorly communicated. | Somewhat assesses the credibility of claims or strengths/weaknesses in the information.  Identifies some additional information that may be helpful in solving the problem or drawing the conclusion.  Identifies some alternate interpretations, explanations, or solutions.  Justifies some results, procedures and explains assumptions and reasons.  Explains most aspects of the response. Some portions of the response are well-founded and the student’s communication efforts are such that the response is understood and followed by the reader. | Assesses the credibility of claims and the strengths/weaknesses in the information.  Identifies additional information that may be helpful in solving the problem or drawing the conclusion.  Identifies alternate interpretations, explanations, or solutions.  Justifies the key results, procedures and explains assumptions and reasons.  Explains all aspects of the response. Most portions of the response are well-founded and the student’s communication efforts are such that the response is understood and followed by the reader. | Assesses the credibility of claims and the strengths/weaknesses in the information.  Identifies additional information that may be helpful in solving the problem or drawing the conclusion.  Identifies alternate interpretations, explanations, or solutions.  Justifies the key results, procedures and explains assumptions and reasons.  Objectively reflects upon own assertions  Thoroughly explains all aspects of the response.  All portions of the response are well-founded and the student’s communication efforts are such that the response is easily understood and followed by the reader. |