

Ethical Critical Thinking Rubric

Student: _____

Date: _____

Course: _____

Assessed by: _____

Score:

Component	Below Expectations	Meets Expectations	Exceeds Expectations						
Identifies Dilemma	- Has a vague idea of what the dilemma is. - Is uncertain about what decision needs to be made.	- Correctly identifies the dilemma, including some pertinent facts. - Identifies, but does not explain, the decision that needs to be made.	- Correctly identifies the dilemma, including most of the pertinent facts. - Explains exactly the decision that needs to be made.						
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Considers Stakeholders	- Is unsure who will be affected by the decision.	- Correctly identifies some of the individuals and groups who will be affected by the decision.	- Correctly identifies the individuals and groups who will be affected by the decision and why they will be affected.						
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Analyzes Alternatives and Consequences	- Begins to appraise the relevant facts and assumptions. - Identifies one possible solution.	- Clearly explains at least two alternative courses of action. - Predicts some of the consequences to those alternatives.	- Clearly explains a number of alternative courses of action. - Evaluates each based on the consequences to the various stakeholders identified.						
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Makes a Decision	- Has difficulty identifying an appropriate course of action. - Lacks an objective evaluation of alternatives.	- Suggests a specific course of action. - Shows some effort to objectively evaluate alternatives; weighing of factors is unclear.	- Suggests a specific course of action. - Clarifies values used and trade-offs made in reaching the recommendation.						
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Writing Rubric

Student: _____
 Course: _____

Date: _____
 Assessed by: _____

Score:

Component	Below Expectations	Meets Expectations	Exceeds Expectations							
Logic and Organization	<ul style="list-style-type: none"> - Does not develop ideas logically. - Ineffective introduction and conclusion. 	<ul style="list-style-type: none"> - Develops ideas satisfactorily, although some portions need development. - Has adequate transitions. 	<ul style="list-style-type: none"> - Develops ideas cogently, organizes them logically into paragraphs, uses effective transitions - Has clear, insightful intro & conclusion. 							
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Component	Below Expectations	Meets Expectations	Exceeds Expectations							
Language	<ul style="list-style-type: none"> - Uses words and syntax that are inadequate for clarity. - Errors seriously distract from meaning. 	<ul style="list-style-type: none"> - Demonstrates sufficient control of language to convey ideas with reasonable clarity. 	<ul style="list-style-type: none"> - Uses words with fluency; develops effective, concise standard English sentences - Uses syntactical variety. 							
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Component	Below Expectations	Meets Expectations	Exceeds Expectations							
Spelling and Grammar	<ul style="list-style-type: none"> - Has severe and persistent errors. 	<ul style="list-style-type: none"> - Generally follows the conventions of standard written English. - Flaws do not interfere with meaning. 	<ul style="list-style-type: none"> - Uses standard written English with essentially no errors. 							
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Component	Below Expectations	Meets Expectations	Exceeds Expectations							
Development of Ideas	<ul style="list-style-type: none"> - Lacks support for ideas. - Confuses personal and external evidence. 	<ul style="list-style-type: none"> - Supports main points adequately. 	<ul style="list-style-type: none"> - Explores ideas vigorously. - Supports points fully, using a balance of detailed subjective and objective evidence. 							
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Component	Below Expectations	Meets Expectations	Exceeds Expectations							
Purpose	<ul style="list-style-type: none"> - Has no clear purpose or focus. 	<ul style="list-style-type: none"> - Develops most points around a clear purpose or focus. 	<ul style="list-style-type: none"> - Succinctly develops points around a clearly defined purpose and focus. 							
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Critical Thinking Rubric

Student: _____
 Course: _____

Date: _____
 Assessed by: _____

Score:

Component	Below Expectations	Meets Expectations	Exceeds Expectations						
Identifies & summarizes problem or issue	- Does not identify and summarize the problem. - Is confused or identifies a different or inappropriate problem.	- Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem.	- Identifies not only the basics of the issue, but recognizes nuances of the issue.						
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Identify key assumptions	- Does not present assumptions that underlie the issue.	- Identifies some of the key assumptions that underlie the issue.	- Identifies and questions the validity of the key assumptions.						
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Analyze & present supporting data/evidence	- Does not present supporting data/evidence, or offers biased interpretation of evidence.	- Presents some analysis of data and supporting evidence.	- Analyzes salient data and presents supporting evidence.						
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Clear Recommendation	- Does not make a clear recommendation.	- Makes a clear recommendation.	- Makes one or more clear recommendations which are insightful and/or creative.						
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Recommendation has appropriate course(s) of action	- Recommendation does not have appropriate course of action associated with it.	- Clearly identifies course(s) of action with respect to issue.	- Recommends course(s) of action that demonstrates creativity and ability to integrate knowledge.						
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4	5								
Conclusions, implications, & consequences	- Fails to identify conclusions, implications, & consequences.	- Identifies & discusses conclusions, implications, and consequence.	- Support position with arguments that are detailed and convincing.						
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Effective Communication	- Difficult to follow meaning, poor structure, unclear ordering of ideas, misuse of words/concepts. - frequent grammatical errors	- Mostly clear writing/presentation, understandable flow of ideas, mostly grammatically correct sentences. - Writing does not interfere with the understanding of the content.	- Very well-written with clear flow of ideas, choice of words made it easy to understand, the presentation holds together well.						
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Oral Presentation Rubric

Student: _____
 Course: _____

Date: _____
 Assessed by: _____

Score:

Component	Below Expectations	Meets Expectations	Exceeds Expectations
Speed, volume, & diction	- Speed and/or volume of delivery was inappropriate.	- Speed occasionally too fast or too slow or volume occasionally too loud or too soft	- Speed was appropriate.
	- Diction made it difficult for audience to understand.	- Diction generally clear, easy to understand.	- Strong clear diction and volume.
	0 1	2 3	4 5
Speaking to the audience	- Most or all of the presentation appeared to be read or recited from memory.	- Generally spoke to the audience but occasionally spoke to the screen, ceiling floor or notes. - Occasionally sounded memorized	- Appeared to speak to the audience from a thorough understanding of the topic. - Didn't read or sound memorized.
	0 1	2 3	4 5
	Non-verbal delivery	- Appeared very nervous. - Posture consistently inappropriate. - Over or under-use of gestures and movement	- Somewhat stiff. - Too relaxed or too animated.
0 1		2 3	4 5
Persuasion/Impact		- Not very convincing. - Little emphasis used. - Little or no enthusiasm apparent.	- Somewhat convincing. - Some emphasis used. - Little enthusiasm.
	0 1	2 3	4 5
	Professionalism	- Frequent use of slang or casual language. - Less than professional attire.	- Some jargon and slang used. - Questionable attire for professional presentation.
0 1		2 3	4 5
Team Work (if applicable)		- Awkward transitions between team members. - Speak over each other or repeat information	- Relatively smooth transitions between team members - Group members rarely speak out of turn or repeat information.
	0 1	2 3	4 5