**CRITICAL THINKING VALUE RUBRIC**

*for more information, please contact value@aacu.org*

**Definition**

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

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|  | **Capstone**4 | **Milestones** 3 2 | **Benchmark**1 |
| **Explanation of issues** | Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. | Issue/problem to be considered critically is stated, described and clarified so that understanding is not seriously impeded by omissions. | Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown. | Issue/problem to be considered critically is stated without clarification or description. |
| **Evidence***Selecting and using information to investigate a**point of view or conclusion* | Information is taken from source(s) with enough interpretation/evaluation, to develop a comprehensive analysis or synthesis.Viewpoints of experts are questioned thoroughly. | Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.Viewpoints of experts are subject to questioning. | 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. | Information is taken from source(s) without any interpretation/evaluation.Viewpoints of experts are taken as fact, without question. |
| **Influence of context and assumptions** | Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position. | Identifies own and others' assumptions and several relevant contexts when presenting a position. | 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). | Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions).Begins to identify some contexts when presenting a position |
| **Student's position (perspective,****thesis/hypothesis)** | 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). | Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue.Others' points of view are acknowledged within position (perspective, thesis/hypothesis). | Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. | Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. |
| **Conclusions and related outcomes****(implications and consequences)** | 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 | Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. | Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly. | Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified. |

 **ETHICAL REASONING VALUE RUBRIC**

*for more information, please contact value@aacu.org*

**Definition**

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students’ ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

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|  | **Capstone**4 | **Milestones** 3 2 | **Benchmark**1 |
| **Ethical Self Awareness**  | Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity. | Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs. | Student states both core beliefs and the origins of the core beliefs. | Student states either their core beliefs or articulates the origins of the core beliefs but not both. |
| **Understanding Different Ethical****Perspectives/Concepts** | Student names the theory or theories, canpresent the gist of said theory or theories, andaccurately explains the details of the theory ortheories used. | Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies. | Student can name the major theory she/he uses, and is only able to present the gist of the named theory. | Student only names the major theory she/he uses. |
| **Ethical Issue Recognition** | Student can recognize ethical issues when presented in a complex, multi-layered (grey) context AND can recognize cross-relationships among the issues. | Student can recognize ethical issues when issues are presented in a complex, multilayered (grey) context OR can grasp cross-relationships among the issues. | Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or inter-relationships among the issues. | Student can recognize basic and obvious ethical issues but fails to grasp complexity or inter-relationships. |
| **Application of Ethical****Perspectives/Concepts** | Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application. | Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application. | Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate. | Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.). |
| **Evaluation of Different Ethical****Perspectives/Concepts** | Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts and the student's defense is adequate and effective. | Student states a position and can state the objections to, assumptions and implications and respond to the objections to, assumptions and implications of different ethical perspectives/concepts but the student's response is inadequate. | Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions and implications are compartmentalized by student and do not affect student's position.) | Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts. |

**INFORMATION LITERACY VALUE RUBRIC**

*for more information, please contact value@aacu.org*

**Definition**

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance .*

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|  | **Capstone**4 | **Milestones** 3 2 | **Benchmark**1 |
| Determine the extent of information needed | Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question. | Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question. | Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question. | Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question. |
| Access the needed information | Accesses information using effective, well-designed search strategies and most appropriateinformation sources. | Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search. | Accesses information using simple search strategies, retrieves information from limited and similar sources. | Accesses information randomly, retrieves information that lacks relevance and quality. |
| Evaluate information and its sources critically | Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position. | Identifies own and others' assumptions and several relevant contexts when presenting a position. | 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). | Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position. |
| Use information effectively to accomplish a specific purpose | Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth | Communicates, organizes and synthesizes information from sources. Intended purpose is achieved. | Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved. | Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved. |
| Access and use information ethically and legally | Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential and/or proprietary information. | Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential and/or proprietary information. | Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential and/or proprietary information. | Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential and/or proprietary information. |

**INQUIRY AND ANALYSIS VALUE RUBRIC**

*for more information, please contact value@aacu.org*

**Definition**

Inquiry is a systematic process of exploring issues/objects/works through the collection and analysis of evidence that result in informed conclusions/judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

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|  | **Capstone**4 | **Milestones** 3 2 | **Benchmark**1 |
| **Topic selection** | Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously lessexplored aspects of the topic. | Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic. | Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic. | Identifies a topic that is far too general and wide-ranging as to be manageable and doable. |
| **Existing knowledge, research,****and/or views** | Synthesizes in depth information from relevant sources representing various points of view/approaches. | Presents in depth information from relevant sources representing various points of view/approaches. | Presents information from relevant sources representing limited points of view/approaches. | Presents information from irrelevant sources representing limited points of view/approaches. |
| **Design process** | All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant sub-disciplines. | Critical elements of the methodology or theoretical framework are appropriately developed however more subtle elements are ignored or unaccounted for. | Critical elements of the methodology or theoretical framework are missing, incorrectly developed or unfocused. | Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework. |
| **Analysis** | Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus. | Organizes evidence to reveal important patterns, differences, or similarities related to focus. | Organizes evidence but the organization is not effective in revealing important patterns, differences or similarities. | Lists evidence but it is not organized and/or is unrelated to focus. |

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| **Conclusions** | States a conclusion that is a logical extrapolation from the inquiry findings. | States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings. | States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings. | States an ambiguous, illogical or unsupportable conclusion from inquiry findings. |
| **Limitations and implications** | Insightfully discusses in detail relevant and supported limitations and implications | Discusses relevant and supported limitations and implications | Presents relevant and supported limitations and implications | Presents limitations and implications, but they are possibly irrelevant and unsupported |

**ORAL COMMUNICATION VALUE RUBRIC**

*for more information, please contact value@aacu.org*

**Definition**

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors

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*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

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|  | **Capstone**4 | **Milestones** 3 2 | **Benchmark**1 |
| **Organization** | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive. | Organizational pattern (specific introductionand conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation. |
| **Language** | Language choices are imaginative, memorable and compelling and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience. |

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| **Delivery** | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable. |
| **Supporting Material** | A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which significantly supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which generally supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which partially supports the presentation or establishes the presenter's credibility/authority on the topic. | Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis which minimally supports the presentation or establishes the presenter's credibility/authority on the topic. |
| **Central Message** | Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.) | Central message is clear and consistent with the supporting material. | Central message is basically understandable but is not often repeated and is not memorable. | Central message can be deduced, but is not explicitly stated in the presentation. |

**QUANTITATIVE LITERACY VALUE RUBRIC**

*for more information, please contact value@aacu.org*

**Definition**

Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

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|  | **Capstone**4 | **Milestones** 3 2 | **Benchmark**1 |
| **Interpretation***Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).* | Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. *For example, accurately explain the trend data shown in a graph and make reasonable predictions regarding what the data suggest about future events.* | Provides accurate explanations of information presented in mathematical forms. *For instance, accurately explains the trend data shown in a graph.* | Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. *For instance, accurately explain trend data shown in a graph, but may miscalculate the slope of the trend line.* | Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. *For example, attempt to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.* |
| **Representation***Ability to convert relevant information into various**mathematical forms (e.g., equations, graphs, diagrams,**tables, words).* | Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding. | Competently converts relevant information into an appropriate and desired mathematical portrayal. | Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate. | Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate. |
| **Calculation** | Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.) | Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. | Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem. | Calculations are attempted but are both unsuccessful and are not comprehensive. |

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| **Application / Analysis***Ability to make judgments and draw appropriate**conclusions based on the quantitative analysis of data,**while recognizing the limits of this analysis.* | Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work. | Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work. | Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work. | Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work. |
| **Assumptions***Ability to make and evaluate important assumptions in**estimation, modeling, and data analysis.* | Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions. | Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate. | Explicitly describes assumptions. | Attempts to describe assumptions. |
| **Communication***Expressing quantitative evidence in support of the**argument or purpose of the work (in terms of what**evidence is used and how it is formatted, presented, and**contextualized).* | Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality. | Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven. | Uses quantitative information, but does not effectively connect it to the argument or purpose of the work. | Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities. |

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**WRITTEN COMMUNICATION VALUE RUBRIC**

*for more information, please contact value@aacu.org*

**Definition** Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

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|  | **Capstone**4 | **Milestones** 3 2 | **Benchmark**1 |
| **Context of and purpose for writing***Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).* | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). |
| **Content Development** | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. | Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work | Uses appropriate and relevant content to develop and explore ideas through most of the work. | Uses appropriate and relevant content to develop simple ideas in some parts of the work. |
| **Genre and disciplinary conventions***Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).* | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation | Attempts to use a consistent system for basic organization and presentation |
| **Sources and evidence** | Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the writing. |
| **Control of syntax and mechanics** | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage |