

Communication

Critical Thinking

Criteria	4 - Exemplary	3 - Mature	2 - Developing	1 - Formative
<i>Explanation of issues</i>	Issue/problem is stated clearly and described comprehensively delivering all relevant information necessary for full understanding	Issue/problem is stated, described, and clarified so that understanding is not seriously impeded by omissions	Issue/problem is stated but description leaves some terms undefined, ambiguities unexplored, and/or backgrounds unknown	Issue/problem is stated without clarification or description or is stated inaccurately
<i>Evidence</i>	Information is taken from high quality sources, includes a variety of sources, and is synthesized effectively. Views of experts are questioned thoroughly when appropriate	Information is taken from higher quality sources, includes some variety of sources, and is synthesized. Views of experts are questioned when appropriate	Information is taken from sources, with little or no variety. Limited synthesis of material. Views of experts are taken as mostly fact with little questioning	Information is taken from sources without evaluating the quality and offers no variety. Views of experts are taken as fact without question
<i>Student's position (thesis, argument, perspective, hypothesis)</i>	Position takes into account the complexities of an issue. Others' points of view or complexities are synthesized and analyzed within in the position (thesis, argument, perspective, hypothesis)	Specific position or explanation takes into account the complexities of an issue. Others' points of view are acknowledged within position or explanation	Specific position or explanation acknowledges that student has either taken a particular position or acknowledged relevant issues but does not account for the complexity of the issue	Specific position or explanation is stated but is simplistic and obvious
<i>Evaluates Assumptions</i>	Identifies and evaluates own and others' assumptions and carefully evaluates the contexts when presenting a position	Identifies own and others' assumptions and several relevant contexts when presenting a position	Questions assumptions. Identifies some relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa)	Shows little to no awareness that assumptions are present. Begins to identify some contexts when presenting a position
<i>Conclusions and related outcomes</i>	Conclusions are logical and reflect an informed decision. Evidence and perspectives are discussed in order of priority	Conclusion is logically tied to much of the information provided including opposing viewpoints and are identified clearly	Conclusions are tied to the information and some of the outcomes are identified clearly	Conclusions are inconsistent with the information provided and/or oversimplified
Personal or Self Evaluation Papers				
<i>Self-Evaluation</i>	Excellent consideration and evaluation of personal strengths and weaknesses	Accurate consideration of personal strengths and weaknesses	Somewhat superficial consideration of personal strengths and weaknesses	Inadequate consideration of personal strengths and weaknesses
<i>Personal Reflection in Context</i>	Reflects on information or peer/faculty feedback. Reflection indicates student is integrating feedback effectively and is able to make inferences and relate issues	Demonstrates some reflection on peer/faculty feedback. Indicates is beginning to understand relationships between issues	Reflection integrates little of peer/faculty feedback. Indicates some basic comprehension of issues	Student makes no reference to peer/faculty feedback. Is not comprehending or reflecting on what is heard/discussed/viewed

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Courses in the American History category focus on the consideration of past events and ideas relative to the United States, and involve the interaction among individuals, communities, states, the nation, and the world.

Core Objectives

- **Critical Thinking Skills:** To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills:** To include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork:** To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility:** To include the ability to connect choices, actions and consequences to ethical decision-making

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.*

Framing Language: *This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes.*