Core Curriculum Assessment Rubric
Critical Thinking

	Advanced (5)	Proficient (4)	Developing (3)	Rudimentary (2)	Absent or Poor (1)
Identifying important social problems	The student identifies a specific problem, and provides some evidence of its importance or scope.	The student identifies a specific problem, and provides some evidence of its importance or scope.	The student identifies a specific problem, but merely states or asserts its importance without evidence.	The problem identified by the student is vague or poorly defined.	The student is unable to identify a social problem that might reasonably be considered important or salient to a nontrivial number of people.
Connecting social problems to policy solutions	The student clearly states a reasonable political solution to a stated social problem, and provides clear and cogent evidence of its expected efficacy.	The student identifies a plausible political solution to a stated social problem, and provides some evidence of its expected efficacy.	The student identifies a plausible political solution to a stated social problem, but he or she fails to provide evidence for its efficacy.	The student does not clearly state how the problem might be addressed through political action.	The student does not attempt to identify a plausible political action that would remedy a stated social problem.
Identifying and understanding individual political agency	The student identifies a reasonable action an individual could take to increase the likelihood that their policy proposal is enacted or implemented and clearly and completely explains why the action would increase the chances that the policy takes effect using cogent reasoning and citing appropriate evidence or authority.	The student identifies a reasonable action an individual could to increase the likelihood that a policy proposal is enacted or implemented and clearly explains how the action would increase the chances that the policy takes effect using cogent reasoning.	The student identifies a reasonable action an individual could take to increase the likelihood that a policy proposal is enacted or implemented and offers vague or implausible reasons why the action would increase the chances that the policy takes effect.	The student identifies a plausible action a person might take to increase the prospects of a policy proposal being enacted or implemented, but he or she fails to explain why the action might be effective.	The student fails to identify an individual action that might plausibly increase the prospects of a policy proposal being enacted or implemented.
Cause-effect thinking	The student clearly and completely explains a connection between a particular political action and a political outcome citing convincing logical arguments or evidence.	The student explains a connection between a particular political action and a political outcome citing appropriate and relevant logical arguments or evidence.	The student explains a connection between a particular political action and a political outcome citing logical arguments or evidence that are inapt or unconvincing.	The student asserts a connection between a particular political action and a political outcome that is unsupported by logical reasoning or evidence.	The student's description of individual political action is unrelated to the policy proposed policy idea.
Drawing conclusions	The student makes concluding remarks that draw a conclusion that follow logically from various arguments or ideas offered.	The student makes concluding remarks that attempt to draw some larger conclusion from various arguments or ideas offered.	The student makes concluding remarks that merely summarize and restate previous arguments.	The student's attempt to make concluding or summary remarks relies on platitudes or generalizations that are disconnected from the political situation analyzed.	The students makes no concluding or summary reflection about the political situation analyzed.