

Criteria	4	3	2	1	0	Points
<b>(1) Remembering</b>	<p>A. Recalls all relevant facts.</p> <p>B. Recognizes the information presented in a question and can remember answers that address the query.</p> <p>C. Can define accurately all discipline specific terms.</p>	<p>A. Recalls most relevant facts , but fails to recall some facts that are critical to the argument.</p> <p>B. Recognizes most of the information presented in question format and can remember most answers that address the query.</p> <p>C. Can define with some accuracy most discipline specific terms.</p>	<p>A. Recalls some relevant facts, but fails to recall a significant facts that are critical to the argument.</p> <p>B. Recognizes some of the information presented in question format and can remember some answers that address the query.</p> <p>C. Can define some of the discipline specific terms.</p>	<p>A. Recalls a few relevant facts but fails to recall knowledge of most facts that are critical to the argument.</p> <p>B. Recognizes the information being queried.</p> <p>C. Can define a few of the discipline specific terms.</p>	<p>A. Does not recall relevant facts , and fails to recall knowledge of facts that are critical to the argument.</p> <p>B. Does not recognize the information being queried and can not remember facts.</p> <p>C. Can not define any of a series of discipline specific terms</p>	
<i>Criteria 1 Rating</i>	<i>Excellent 10-12</i>	<i>Good 7-9</i>	<i>Average 4-6</i>	<i>Below Average 3-5</i>	<i>Unacceptable 0-2</i>	
<b>(2) Understanding</b>	<p>A. Can <u>identify the main ideas</u> in written essays, reports, case studies or problems.</p> <p>B. Always recognizes relevant facts and uses them in proper context.</p> <p>C. Always accurately expresses in their own words all the key points of the presented content.</p>	<p>A. Can <u>partially</u> identify the main ideas in written essays, reports, case studies or problems.</p> <p>B. Most often recognizes relevant facts and at mostly uses them in proper context.</p> <p>C. Most often expresses in their own words most of the key points of the presented content.</p>	<p>A. Can at times identify the main ideas in written essays, reports, case studies or problems.</p> <p>B. At times recognizes relevant facts and at times uses them in proper context.</p> <p>C. At times expresses in their own words some of the key points of the presented content.</p>	<p>A. Rarely identifies the main ideas in written essays, reports, case studies or problems.</p> <p>B. Rarely recognizes relevant facts and rarely uses them in proper context .</p> <p>C. Rarely expresses in their own words key points from the presented content.</p>	<p>A. Can at times identify the main ideas in a written essay, report, case study or problem.</p> <p>B. Never selects relevant facts.</p> <p>C. Does not express in their own words the key points of the presented content.</p>	
<i>Criteria 2 Rating</i>	<i>Excellent 10-12</i>	<i>Good 7-9</i>	<i>Average 4-6</i>	<i>Below Average 3-5</i>	<i>Unacceptable 0-2</i>	
<b>(3) Applying</b>	<p>A. Consistently and accurately manipulates all relevant learned content to create; new information; a new product or make an argument.</p> <p>B. Always performs comprehensive tasks specific to learned course knowledge.</p> <p>C. Employs all learned formulas, procedures, principles, or themes accurately and appropriately in new contexts.</p>	<p>A. Consistently and accurately manipulates some of the learned content to create, new information; a new product or make an argument</p> <p>B. Usually performs comprehensive tasks specific to learned course knowledge.</p> <p>C. Employs most learned formulas, procedures, principles, or themes accurately and appropriately in new contexts.</p>	<p>A. Correctly manipulates some of the learned content to create; new information; a new product or make an argument</p> <p>B. At times performs comprehensive tasks specific to learned course knowledge.</p> <p>C. Employs a few learned formulas, procedures, principles, or themes but not always appropriately in new contexts.</p>	<p>A. Rarely manipulates any of the learned content to create; new information; a new product; or make an argument</p> <p>B. Rarely performs comprehensive tasks specific to learned course knowledge.</p> <p>C. Employs very few formulas, procedures, principles, or themes and not always appropriately in new contexts.</p>	<p>A. Never manipulate any of the learned content to create; new information; a new product or make an argument</p> <p>B. Never performs comprehensive tasks specific to learned course knowledge.</p> <p>C. Does not employ formulas, procedures, principles, or themes accurately and appropriately in new contexts.</p>	
<i>Criteria 3 Rating</i>	<i>Excellent 10-12</i>	<i>Good 7-9</i>	<i>Average 4-6</i>	<i>Below Average 3-5</i>	<i>Unacceptable 0-2</i>	
<i>Continued---&gt;</i>						
<i>Page Total</i>						

Criteria	4	3	2	1	0	Points
<b>(4) Analyzing</b>	<p><b>A.</b> Performs advanced analytical tasks such as interpretation of graphs, tables and/or the validity of arguments or reasoning .</p> <p><b>B.</b> Consistently classifies all information, concepts, principles, and facts.</p> <p><b>C.</b> Consistently compares and contrasts all facts they are presented.</p>	<p><b>A.</b> Performs intermediate analytical tasks such as predicting outcomes or analyzing logic structure .</p> <p><b>B.</b> Usually classifies most information, concepts, principles, and facts.</p> <p><b>C.</b> Usually compares and contrasts most facts.</p>	<p><b>A.</b> Performs basic analytical tasks such as categorizing info and distinguishing between relevant and irrelevant data or facts.</p> <p><b>B.</b> Infrequently classifies information, concepts, principles, and facts.</p> <p><b>C.</b> Infrequently compares and contrasts facts.</p>	<p><b>A.</b> Attempts to perform basic analytical tasks.</p> <p><b>B.</b> Rarely classifies information, concepts, principles, and facts.</p> <p><b>C.</b> Rarely compares and contrasts facts.</p>	<p><b>A.</b> Does not perform basic analytical tasks.</p> <p><b>B.</b> Never classifies information, concepts, principles, and facts.</p> <p><b>C.</b> Never compares and contrasts facts</p>	
<b>Criteria 4 Rating</b>	<i>Excellent 10-12</i>	<i>Good 7-9</i>	<i>Average 4-6</i>	<i>Below Average 3-5</i>	<i>Unacceptable 0-2</i>	
<b>(5) Evaluating</b>	<p><b>A.</b> Assesses unsupported claims using standards of credibility and expertise.</p> <p><b>B.</b> Neutralizes fallacious reasoning and rhetoric by drawing attention to its flaws.</p> <p><b>C.</b> Persuasively and correctly judge an arguments completeness and validity</p>	<p><b>A.</b> Assesses unsupported claims but does not make clear which standards are used in that assessment.</p> <p><b>B.</b> Neutralizes most fallacious reasoning and rhetoric by drawing attention to its flaws.</p> <p><b>C.</b> Correctly judge an arguments completeness and validity</p>	<p><b>A.</b> Attempts to assess unsupported claims.</p> <p><b>B.</b> Recognizes some fallacious reasoning and rhetoric and neutralizes some of it.</p> <p><b>C.</b> Somewhat correctly judge an arguments completeness and validity but with missing facts or claims</p>	<p><b>A.</b> Identifies unsupported claims but does not assess them.</p> <p><b>B.</b> Recognizes some fallacious reasoning and rhetoric but is not able to neutralize it.</p> <p><b>C.</b> Attempt to judge an arguments completeness and validity but with many missing claims and/or facts.</p>	<p><b>A.</b> Does not identify unsupported claims or assess them.</p> <p><b>B.</b> Does not recognize fallacious reasoning and rhetoric.</p> <p><b>C.</b> Failure to judge an arguments completeness and/or validity</p>	
<b>Criteria 5 Rating</b>	<i>Excellent 10-12</i>	<i>Good 7-9</i>	<i>Average 4-6</i>	<i>Below Average 3-5</i>	<i>Unacceptable 0-2</i>	
<b>(6) Creating</b>	<p><b>A.</b> Combines content from many disciplines to develop solutions to unrelated problems and/or to create valid arguments.</p> <p><b>B.</b> Derives tentative explanations by utilizing deductive and/or inductive reasoning skills.</p> <p><b>C.</b> Draws all possible conclusions, insightfully that account for contradictory evidence, facts, and ideas.</p>	<p><b>A.</b> Combines some content from multiple disciplines to develop solutions to unrelated problems and/or to create somewhat valid arguments.</p> <p><b>B.</b> Derives tentative explanations by utilizing deductive and/or inductive reasoning skills.</p> <p><b>C.</b> Draws most conclusions based on evidence, facts and ideas but ignores opposing evidence</p>	<p><b>A.</b> Occasionally combines a limited amount of content from a few disciplines to develop solutions or make an argument.</p> <p><b>B.</b> At times derives tentative explanations by only utilizing inductive reasoning skills.</p> <p><b>C.</b> Draws some but not all conclusions after weighing evidence, facts, and ideas.</p>	<p><b>A.</b> Infrequently combines a limited amount of content from a few disciplines but does not effectively develop solutions to unrelated problems or create valid arguments</p> <p><b>B.</b> Rarely derives tentative explanations.</p> <p><b>C.</b> Draws conclusions but they are not based on evidence, facts, and ideas.</p>	<p><b>A.</b> Does not effectively develop solutions or create valid arguments.</p> <p><b>B.</b> Cannot derive tentative explanations.</p> <p><b>C.</b> Does not present conclusions.</p>	
<b>Criteria 6 Rating</b>	<i>Excellent 10-12</i>	<i>Good 7-9</i>	<i>Average 4-6</i>	<i>Below Average 3-5</i>	<i>Unacceptable 0-2</i>	
<b>Total Rating</b>	<b>Accomplished 60-72</b>	<b>Competent 42-71</b>	<b>Developing 24-41</b>	<b>Beginning 18-23</b>	<b>Remedial 0-12</b>	