

Draft rubric to assess GE Learning Goal 2 (Critical Thinking), with the focus on Outcome 1 (Quantitative Reasoning):

GOAL 2: Students will seek and acquire relevant information and apply analytical, qualitative, and quantitative reasoning to previously learned concepts, new situations, complex challenges, and everyday problems.

OUTCOME 1: Students will analyze, interpret, and utilize verbal or numerical information.

	Performance Levels					Notes
Criteria	1. Minimal evidence of learning	2. Beginning	3. Developing	4. Accomplished	N/A	
Data/Information Extraction/Generation <i>Ability to extract, collect, or generate relevant data/information</i>	Unable to extract/generate relevant data/information.	Extracts/generates partial relevant or partially sufficient data/information for the argument/thesis.	Extracts/generates relevant and sufficient data/information for the argument/thesis.	Extracts/generates relevant and sufficient data/information for the argument/thesis. Identifies additional data/information to complement or strengthen the main argument.	<i>Choose N/A if the criteria are not applicable to your assignment</i>	
Data/Information Interpretation <i>Ability to explain data/information</i>	Unable to provide explanations or provides incorrect explanations of data/information (quantitative or in other forms).	Provides partially accurate explanations of data/information (quantitative or other forms).	Provides accurate explanations of data/information (quantitative or other forms).	Provides accurate explanations of data/information (quantitative or other forms). Makes appropriate inferences (e.g. projections, estimates, extrapolations) based on the explanations.		
Data/Information Analysis <i>Ability to thread a coherent argument/thesis supported by analysis of data/information</i>	Unable to conduct analysis or conducts inappropriate analysis of data/information.	Conducts basic analysis of data/information that provides partial support to plausible conclusions.	Conducts appropriate analysis of data/information that leads to reasonable conclusions.	Conducts thoughtful analysis of data/information that leads to insightful conclusions; Analysis demonstrates a clear thread towards the argument/thesis.		
Assumptions <i>Ability to identify, make, or evaluate important assumptions in data/information analysis</i>	Unable to identify or describe assumptions in data/information analysis	Describes major assumptions but provides partial rationale for them.	Describes major assumptions and provides rationale for each of them.	Describes assumptions explicitly and provides rationale for each of them; Recognizes the data/information analysis and the argument/thesis is affected by the accuracy of the assumptions.		
Communication <i>Ability to communicate and "tell stories with" the data/information in relation to the argument/thesis</i>	Unable to represent data/information in a reasonable or relevant format.	Represents data/information in a format that inadequately supports or connects to the argument/thesis.	Represents data/information that connects to the argument/thesis but not in a very effective or convincing format.	Represents data/information in an effective format to convey the argument/thesis; Communication tells a coherent and clear story of how data/information leads to the argument/thesis.		