

This rubric is a tool for Chairs/Disciplines in completing Purposeful Mapping.

CRITICAL THINKING SKILLS

		If all content is taught in this area, please check the focus area for purposeful mapping.			Do not map.
Focus Area		[Instructor Teaches] Student <i>Thoroughly</i> Meets Expectations	[Instructor Teaches] Student <i>Adequately</i> Meets Expectations	[Instructor Teaches] Student <i>Minimally</i> Meets Expectations	Does Not Apply to This Course
Analysis	[The instructor will teach and] Students will identify components of an argument/problem.	The student thoroughly demonstrates the ability to identify components of an argument/problem.	The student adequately demonstrates the ability to identify components of an argument/problem.	The student minimally demonstrates the ability to identify components of an argument/problem.	The student does not minimally demonstrate the ability to identify components of an argument/problem.
	[The instructor will teach and] Students will classify components of an argument/problem.	The student thoroughly demonstrates the ability to classify components of an argument/problem.	The student adequately demonstrates the ability to identify components of an argument/problem.	The student minimally demonstrates the ability to identify components of an argument/problem.	The student does not minimally demonstrate the ability to identify components of an argument/problem.
	[The instructor will teach and] Students will challenge components of an argument/problem.	The student thoroughly demonstrates the ability to challenge an argument/problem.	The student adequately demonstrates the ability to challenge an argument/problem.	The student minimally demonstrates the ability to challenge an argument/problem.	The student does not minimally demonstrate the ability to challenge an argument/problem.
Synthesis	[The instructor will teach and] Students will combine evidence to demonstrate a greater depth of understanding of an argument/problem.	The student thoroughly demonstrates combining evidence to demonstrate a greater depth of understanding of an argument/problem.	The student adequately demonstrates combining evidence to demonstrate a greater depth of understanding of an argument/problem.	The student minimally demonstrates combining evidence to demonstrate a greater depth of understanding of an argument/problem.	The student does not minimally demonstrate combining evidence to demonstrate a greater depth of understanding of an argument/problem.
	[The instructor will teach and] Students will organize evidence to demonstrate a greater depth of understanding of an argument/problem.	The student thoroughly demonstrates the ability to organize evidence to demonstrate a greater depth of understanding of an argument/problem.	The student adequately demonstrates the ability to organize evidence to demonstrate a greater depth of understanding of an argument/problem.	The student minimally demonstrates the ability to organize evidence to demonstrate a greater depth of understanding of an argument/problem.	The student does not minimally demonstrate the ability to organize evidence to demonstrate a greater depth of understanding of an argument/problem.
Evaluation	[The instructor will teach and] Students will judge components of an argument/problem according to applicable criteria.	The student thoroughly demonstrates the ability to judge components of an argument/problem according to applicable criteria.	The student adequately demonstrates the ability to judge components of an argument/problem according to applicable criteria.	The student minimally demonstrates the ability to judge components of an argument/problem according to applicable criteria.	The student does not minimally demonstrate the ability to judge components of an argument/problem according to applicable criteria.

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Focus Area		[Instructor Teaches] Student <i>Thoroughly</i> Meets Expectations	[Instructor Teaches] Student <i>Adequately</i> Meets Expectations	[Instructor Teaches] Student <i>Minimally</i> Meets Expectations	Does Not Apply to This Course
Creativity	[The instructor will teach and] Students will develop original work through reflection.	The student thoroughly demonstrates the ability to develop original work through reflection.	The student adequately demonstrates the ability to develop original work through reflection.	The student minimally demonstrates the ability to develop original work through reflection.	The student does not minimally demonstrate the ability to develop original work through reflection.
	[The instructor will teach and] Students will develop original work through inquiry.	The student thoroughly demonstrates the ability to develop original work through inquiry.	The student adequately demonstrates the ability to develop original work through inquiry.	The student minimally demonstrates the ability to develop original work through inquiry.	The student does not minimally demonstrate the ability to develop original work through inquiry.
Problem-Solving	[The instructor will teach and] Students will analyze appropriate evidence within an argument/problem.	The student thoroughly demonstrates the ability to analyze appropriate evidence within an argument/problem.	The student adequately demonstrates the ability to analyze appropriate evidence within an argument/problem.	The student minimally demonstrates the ability to analyze appropriate evidence within an argument/problem.	The student does not minimally demonstrate the ability to analyze appropriate evidence within an argument/problem.
	[The instructor will teach and] Students will analyze appropriate evidence within a design (or process).	The student thoroughly demonstrates the ability to analyze appropriate evidence within a design.	The student adequately demonstrates the ability to analyze appropriate evidence within a design.	The student minimally demonstrates the ability to analyze appropriate evidence within a design.	The student does not minimally demonstrate the ability to analyze appropriate evidence within a design.
	[The instructor will teach and] Students will analyze appropriate evidence with the implementation of logical solutions.	The student thoroughly demonstrates the ability to analyze appropriate evidence within the implementation of logical solutions.	The student adequately demonstrates the ability to analyze appropriate evidence within the implementation of logical solutions.	The student minimally demonstrates the ability to analyze appropriate evidence within the implementation of logical solutions.	The student does not minimally demonstrate the ability to analyze appropriate evidence within the implementation of logical solutions.
	[The instructor will teach and] Students will analyze appropriate evidence with measuring the effectiveness of the solutions.	The student thoroughly demonstrates the ability to analyze appropriate evidence within measuring the effectiveness of the solutions.	The student adequately demonstrates the ability to analyze appropriate evidence within measuring the effectiveness of the solutions.	The student minimally demonstrates the ability to analyze appropriate evidence within measuring the effectiveness of the solutions.	The student does not minimally demonstrate the ability to analyze appropriate evidence within measuring the effectiveness of the solutions.