CORE 1 RUBRIC

PLO ASSESSED: CORE #1   **SIGNATURE ASSIGNMENT ID: _____**

WHERE ASSESSED: (Course prefix/number: **STUDENT ID CODE: _____**

WHEN ASSESSED: **ASSESSOR CODE: _____**

ASSESSED OUTCOMES: Core Competency #1: "Critical Thinking Acuity: Divine Word College graduates will have gained proficiency in the intellectual skills necessary to explore issues, ideas, artifacts, and events, before making a decision, accepting or formulating an opinion, or reaching a conclusion."

Rubric Title: Critical Thinking

Outcome Statement: DWC graduates will have gained proficiency in the intellectual skills necessary to explore issues, ideas, artifacts, end events before making a decision, accepting or formulating an opinion, or reaching a conclusion.

Brief Description of Assignment: The student will recommend, from four assigned theories of personality, what might be the most efficacious approach to the issue of clinical depression to a factitious parishioner and defend that choice. Assessment of the paper will be based on how well it meets each of the evaluation criteria given in this rubric.

PLO Assessed	Evaluation Criterion	4 = Exceeds Expectations	3 = Meets Expectations	2 = Meets Most Expectations	1 = Meets Some Expectations	0 = Failure to Meet Expectations	Assessor Score	Assessor Note
CORE #1	Ability to clearly understand the problem; ability to think theoretically about theories of personality and the philosophy behind the theory.	**Clearly** defines the issue or problem; **Accurately** identifies the key concepts; **appreciates** depth and breadth of problem; Identifies relevant, significant points of view.	**Defines** the issue; Identifies the core issues/key concepts, but may not fully explore the depth and breadth; **identifies** relevant and varied points of view	**Defines** the issue, but superficially or narrowly; may overlook some core issues/key concepts; **may** focus on irrelevant or insignificant points of view	**Does not recognize** the core issues/key concepts; **ignores** alternate points of view; fails to maintain a fair-minded approach toward the issue or problem or other points of view	Shows *little or no understanding* of the theory and the philosophy behind the theory.		

	Ability to acquire relevant information; ability to identify the most common symptoms of clinical depression	**Identifies** sufficient, credible, relevant information; **considers** information that opposes as well as supports the argued position; **distinguishes** between information and inferences drawn from it, and implications and consequences of the reasoning (positive and negative).	*Adequately* identifies sufficient, credible, relevant information; **considers** some information from opposing points of view; **distinguishes** between information and inferences drawn from it	**Identifies** and articulates *fairly well* the credible information, but not enough; some information may be irrelevant;. **ignores** strong counter-arguments Sometimes; **confuses** information and the inferences drawn from it	Relies on **insufficient, irrelevant**, or unreliable information; **fails to identify** or dismisses relevant counter-arguments; **confuses** information and the inferences drawn from it	Shows *little or no* understanding of the most significant indications of clinical depression.		
	Ability to utilize the information; ability to differentiate and analyze the strengths and weaknesses of the theory.	Accurately explains/uses the relevant key concepts; accurately identifies assumptions; makes assumptions that are consistent, reasonable, and valid	Adequately Explains and uses the key concepts, but may lack depth and precision Identifies assumptions; makes valid assumptions	Identifies some key concepts, but use of concepts is superficial and inaccurate at times; fails to identify or explain assumptions, or the assumptions are irrelevant, unclear, and/or invalid	Misunderstands key concepts; fails to identify assumptions Makes invalid assumptions	Shows *little or no* understanding of key concepts.		
	Ability to make valid conclusion based on theory and research; shows awareness of the applications of the theoretical approach with excellent supporting resources.	**Demonstrates** evidence and reasoning in order to come to defensible, thoughtful, logical conclusions or solutions; makes deep rather than superficial inferences ; **makes inferences** that are consistent with one another Identifies the most significant implications and	**Follows where evidence** and reasoning lead to obtain justifiable, logical conclusions or solutions ;makes valid inferences, but may lack depth; **identifies** significant implications and consequences, but may lack insight and precision; **distinguishes** probable from improbable	**Follows some evidence** to conclusions or solutions; makes inferences that are often unclear, illogical, inconsistent, and/or superficial; has **trouble identifying significant implications** and consequences Identifies improbable implications	**Uses superficial, simplistic, or irrelevant reasoning** and unjustifiable claims; **makes illogical, inconsistent inferences**; **maintains** or defends views based on self-interest, regardless of the evidence Ignores significant implications, consequences, or solutions	Shows *little or no* in depth understanding of the chosen theoretical approach.		

		consequences of the reasoning (positive/negative)	implications/solutions, but may lack insight and precision					
	Ability to use appropriate supporting materials to information literacy; ability to reflect upon the approach using quality resources, especially at least one primary resource.	**Selects authoritative,** accurate, reliable, and timely scholarly and primary sources that are relevant to the topic; **integrates** and balances paraphrasing, summarization, and quotation to support thesis and points, while respecting source material's original context; uses **proper references** & citations for all sources	**Selects authoritative, accurate**, reliable, and timely scholarly and sources that are relevant to the topic; **integrates paraphrasing,** summarization, and quotation to support thesis and points; **uses proper references** & citations for all sources	**Selects sources** that are relevant to the topic, but some may lack authority, accuracy, reliability, or timeliness Relies too heavily on paraphrasing or summarization or quotation of information supporting thesis and points; **uses references** & citations for sources with a minimum of errors or problems; may plagiarize incrementally	**Selects sources that are irrelevant** or only marginally relevant to the topic and lack authority, accuracy, reliability, and timeliness Omits information supporting thesis and points, or sources were quoted only, or sources were improperly quoted; **neglects references** or citations, or references or citations have significant errors; may plagiarize egregiously, whether deliberate or not	Lacks any qualitative sources and simply uses internet for research avoiding more developed journal articles.		
						TOTAL SCORE FOR THE ASSIGNMENT →		

Additional Assessor Comments: