

**Area B: Institutional Options (GC1Y)**

*SLO 3:* Students will be able to explain multiple intellectual approaches that clarify or respond to problems, topics, themes, and/or issues.

*SLO 13: Critical Thinking Overlay (CT):* Students will be able to effectively explain and analyze evidence in support of an argument.

*SLO 14: Critical Thinking Overlay (CT):* Students will be able to form logical conclusions from information presented.

	<b>Mastery 4</b>	<b>Target 3</b>	<b>Progressing 2</b>	<b>Developing 1</b>	<b>Does Not Meet 0</b>
<b>Identifies &amp; Explains Multiple Intellectual Approaches</b> (SLO 3)	The student independently identifies and explains clearly multiple intellectual approaches to problems, topics, themes and/or issues.	The student effectively, with minimal assistance, identifies and explains approaches to problems, topics, themes and/or issues	The student is able to identify and/or articulate one or more intellectual approaches to problems, topics, themes and/or issues & begins to explain these with help.	The student has difficulty understanding and/or identifying approaches to problems, topics, themes and/or issues, and thus cannot explain them well.	The student does not demonstrate the knowledge/skills to a level of developing for this element.
<b>Proposed Clarification of and/or Response to Problem, Topic, Theme, or Issue</b> (SLO 3)	Student effectively clarifies responses to identified issues/problems/themes that are broad and that consider deeper implications or possible solutions to relevant issues, or analyses of relevant texts/data	Student evaluates relevant issues/problems/themes significant to this course, and demonstrates awareness and analysis of issues/texts/data in ways germane to the topic of study in this course.	Student articulates relevant problems/issues/themes significant to this course, and narrows topics for study with minimal assistance.	The student can describe and/or articulate possible topics for study yet has difficulty narrowing a focus appropriate for the project.	The student does not demonstrate the knowledge/skills to a level of developing for this element.
<b>Explanation of issues</b> (CT)	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown	Issue/problem to be considered critically is stated without clarification or description	The student does not demonstrate the knowledge/skills to a level of developing for this element.
<b>Use Information Effectively in Support of an Argument</b> (CT)	Communicates, organizes and synthesizes information from sources to fully support an argument, with clarity and depth	Communicates, organizes and synthesizes information from sources to support an argument	Communicates and organizes information from sources. The information is not yet synthesized, so argument is not fully supported	Communicates information from sources; The information is fragmented, so the argument is not supported	The student does not demonstrate the knowledge/skills to a level of developing for this element.
<b>Conclusions and related outcomes (implications and consequences)</b> (CT)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified	The student does not demonstrate the knowledge/skills to a level of developing for this element.