

SLO 6/Critical Thinking

	<b>Mastery 4</b>	<b>Target 3</b>	<b>Progressing 2</b>	<b>Developing 1</b>	<b>Does Not Meet 0</b>
<b>Use a range of tools, including technology, to solve a problem (SLO 6)</b>	Develop generalizations about the tools used and apply them to new problems or situations.	Use multiple tools together to effectively solve a problem.	Use a tool to solve a problem and articulate and/or explain why the tool is the best choice.	Identify a range of appropriate tools, including digital technology, to help solve a problem.	The student does not demonstrate the knowledge/skills to a level of developing for this element.
<b>Identify opportunities for innovation and collaboration (SLO 6)</b>	Seek out a variety of experts, peers, experiences, or sources of information that could add additional viewpoints or insights.	Identify a range of peers and field experts/organizations to support my creative problem solving.	Identify an opportunity for new thinking or creative problem solving.	Identify a real-life situation where the needs were met through innovation and/or collaboration.	The student does not demonstrate the knowledge/skills to a level of developing for this element.
<b>Explanation of issues (Critical Thinking)</b>	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>Influence of context and assumptions (Critical Thinking)</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	The student does not demonstrate the knowledge/skills to a level of developing for this element.
<b>Student's position (perspective, thesis/hypothesis) (Critical Thinking)</b>	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	The student does not demonstrate the knowledge/skills to a level of developing for this element.