

	Mastery 4	Target 3	Progressing 2	Developing 1	Does Not Meet 0
Analyze information (SLO 9)	Student effectively analyzes information across disciplines and recognizes multiple approaches to analysis based on the type of information.	Student begins to more effectively analyze information across disciplines and recognizes multiple approaches to analysis based on the type of information.	Student analyzes some information across disciplines and recognizes at least one approach to analysis based on the type of information.	Student's analysis of information across disciplines is basic or unclear. Student does not recognize any approaches to analysis based on the type of information.	The student does not demonstrate the knowledge/skills to a level of developing for this element.
Interpret information (SLO 9)	Student expresses a deep understanding of disciplinary literature by beginning to create wholly original ideas from an original synthesis of discovered information.	Student expresses a greater understanding of disciplinary literature by attempting to create wholly original ideas from a synthesis of discovered information.	Student expresses some understanding of disciplinary literature but attempts to create wholly original ideas from a synthesis of discovered information are incomplete.	Student expresses little to no understanding of disciplinary literature and attempts to create wholly original ideas from a synthesis of discovered information are unclear or absent.	The student does not demonstrate the knowledge/skills to a level of developing for this element.
Explanation of issues (Critical Thinking)	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.
Influence of context and assumptions (Critical Thinking)	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.
Student's position (perspective, thesis/hypothesis) (Critical Thinking)	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.