

1. Critical Thinking				
Analysis	4=Excellent	3=Very Good	2=Satisfactory	1=Unsatisfactory
<p>Demonstrates thoughtful understanding and analysis of the topic.</p> <p>Presents logical and inter-related propositions that justify a position.</p> <p>Connects data to conclusions</p> <p>Defends and justifies conclusions based on data analyses.</p> <p>Bases discussion and conclusions on objective analyses of the issues versus opinion.</p> <p>Recognizes assumptions.</p>	<p>Completes the task in the assignment demonstrating excellence in each identified area.</p> <p>Ideas are presented with clarity, supportive documentation and clear cut argumentation. Speaker/writer is able to articulate and synthesize complex ideas. The content is specific, accurate and appropriate.</p>	<p>Shares some of the characteristics of “excellent”. Ideas are not as carefully presented reasoned or supported; however, there are no serious flaws in logic.</p>	<p>Generally competent. Able to complete the task, but with less rigor. Data can be ambiguous as presented. The paper may have a vague thesis and is less effective or complete. The arguments are weaker, for example, open to obvious alternative explanations.</p>	<p>Does not meet the criteria of the assignment. The primary task is not met, ignored, misunderstood, or mishandled to accommodate the writer’s needs. There may be a combination of the following flaws: serious errors in reasoning, little or no development of ideas, irrelevant detail or lack of a thesis.</p>
Academic Value	4=Excellent	3=Very Good	2=Satisfactory	1=Unsatisfactory
<p>Demonstrates graduate level work in all aspects.</p> <p>Demonstrates intellectual honesty.</p> <p>Integrates and synthesizes learning objectives.</p> <p>Demonstrates originality in thought.</p> <p>Demonstrates depth and complexity of thought.</p>	<p>Completes the task in the assignment demonstrating excellence in each identified area.</p> <p>Ideas are presented with clarity, supportive documentation and clear cut argumentation. Speaker/writer is able to articulate and synthesize complex ideas. The content is specific, accurate and appropriate</p>	<p>Shares some of the characteristics of “excellent”. Ideas are not as carefully presented reasoned or supported; however, there are no serious flaws in logic..</p>	<p>Generally competent. Able to complete the task, but with less rigor. Data can be ambiguous as presented. The paper may have a vague thesis and is less effective or complete. The arguments are weaker, for example, open to obvious alternative explanations</p>	<p>Does not meet the criteria of the assignment. The primary task is not met, ignored, misunderstood, or mishandled to accommodate the writer’s needs. There may be a combination of the following flaws: serious errors in reasoning, little or no development of ideas, irrelevant detail or lack of a thesis.</p>