

1. Rubrics

Critical Thinking Rubric

PSY 410F.A Capstone: Work & Family Roles

Diekman

Spring 2005

Criteria	1 Underdeveloped	2 Somewhat developed	3 Mostly developed	4 Substantially developed
PROBLEM Identifies and summarizes the problem or question	Does not identify and summarize the problem Is confused or identifies a different or inappropriate problem Represents the issue inaccurately			Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem Identifies them clearly, addressing their relationships to each other Identifies not only the basics of the issue but also nuances of the issue
PERSPECTIVE Identifies author's perspective and considers other salient perspectives	Deals with only a single perspective and fails to discuss other possible perspectives, especially those salient to the issue			Presents own perspective as it is important to analysis Addresses perspectives noted previously and additional diverse perspectives
EVIDENCE Identifies and assesses the quality of supporting data/evidence	Merely repeats information as provided, taking it as truth, or denies evidence without adequate justification Confuses associations and correlations with cause/effect			Examines evidence and sources, including primary research; questions accuracy, precision, relevance, completeness Clearly distinguishes between fact, opinion, and acknowledges value judgments
CONCLUSIONS Identifies and assesses conclusions, implications, and consequences	Fails to identify conclusions, implications, and consequences of issue Fails to identify relationships between other elements of the problem (such as context, assumptions, or evidence)			Identifies and discusses conclusions, implications, and consequences Considers context, assumptions, evidence Objectively reflects upon own assertions

Adapted from Washington State Critical Thinking Project, revised by Miami University Assessment Fellows Project

Writing Rubric
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Criteria	1 Poor	2 Fair	3 Good	4 Outstanding
CLARITY	Unclear meaning Awkward or clunky wording Abrupt or no transitions			Very clear meaning Graceful – the sentences and phrases easily flow Elegant transitions from one concept to another
CONVENTIONS (GRAMMAR AND SPELLING)	Many distracting errors Careless mistakes			Perfect grammar and spelling Attention to detail; no mistakes
ORGANIZATION	Disorganized, unpredictable sequence Difficult to follow Rambling			Organized, predictable sequence of thought Easy to follow from one idea to the next Concise – each word and each sentence contributes
CREATIVE VOICE	Boring to read Poor word choice (boring or wrong) Lack of or weak beginning/ending Repetitive sentence structure with no purpose			Enjoyable to read; writer is enthusiastic about topic Effective, varied word choice Powerful beginning/ending Varied sentence structure, or repetitive structure with a purpose *May include effective use of examples, anecdotes