

Scientific Critical Thinking Rubric for MBI 143 Laboratory Diagnosis of Disease

**Scoring**

	<b>1</b>	<b>2</b>	<b>3</b>
<b>Article Selection</b>	Article does not contain a subtopic related to the panel's broad topic.	Article integrates well with panel's broad topic and co-presenter's topics.	Article contains thought-provoking content that integrates well with panel's broad topic and complements co-presenters' topics.
<b>Content</b>	Content and basic vocabulary is not familiar to topics in course syllabus.	Only peripherally related to course material and topics. Several factual or conceptual errors. Conceptual areas lacking depth in places.	Focus of content overlaps well with focus of course. Factual material correct. Conceptual areas insightful in places.
<b>Problem identification and definition</b>	Neither identifies nor defines the problem.	Identifies and defines the problem, but without historical or societal relevance and implications.	Identifies and defines the problem, with historical and/or societal relevance and implications.
<b>Own Perspective</b>	Fails to provide own perspective.	Provides own perspective.	Provides clearly own perspective.
<b>Other perspective</b>	Fails to provide other perspective.	Mentions but does not clarify clearly an alternative or other perspective.	Provides clearly an alternative or other perspective.
<b>Assumptions</b>	Does not present assumptions.	Provides assumptions with neither clarification nor evidence.	Clearly and succinctly describes assumptions.
<b>Evidence analysis</b>	Does not cite specific evidence available either in the article or in supplemental references.	Cites evidence available either in the article or in supplemental references.	Cites clearly documented, strong evidence available either in the article or in supplemental references.
<b>Engaging with other learners</b>	Audience lost interest.	Held audience's attention. however, veered off topic, loosing audience's interest.	Involved audience and held audience's attention throughout.
<b>Conclusions</b>	Student fails to convey, define or describe conclusions.	Student draws conclusions. One or more of their conclusions are not connected to their analysis of article.	Student draws conclusions that result from their analysis of the article.
<b>Mechanics</b>	Structure disjointed. Presenter speaks too quietly for students throughout room, i.e., inaudible in back of room. No eye contact. Scientific terms pronounced incorrectly.	Flow of presentation acceptable, Presenter speaks in clear, audible voice. Correct grammar. Eye contact during less than half of presentation. Scientific terms pronounced correctly.	Well organized. Concepts and ideas logically flow. Presenter speaks in clear, audible voice. Correct grammar. Eye contact during majority of presentation. Scientific terms pronounced correctly.