**CRITICAL THINKING SKILLS RUBRIC**

Statement: Students will engage in creative and/or innovative thinking, inquiring analysis, synthesis of information, organizing concepts and constructing solutions.

|  |  |  |
| --- | --- | --- |
| Point Value | Description of point assessment | Explanation |
| 3 | Accurately interprets questions and evidence. Analyzes and evaluates data to make warranted conclusions or predictions. Thoroughly explains or defends ideas using proper terminology. | excellent |
| 2 | Accurately interprets most, but not all, questions and evidence. Offers analyses of data and most, but not all, conclusions or predictions are warranted. Explains, correlates and defends most ideas using proper terminology. | good |
| 1 | Interpretations of questions or evidence is generally inaccurate. Analysis and evaluation of data leads to generally unwarranted predictions or conclusions.  Fails to explain or defend most ideas using proper terminology. | poor |

**Scientific Method Rubric**

Poor: Does not know the steps of or recognize an example of the scientific method.

Good: Recognizes an application of the scientific method and correctly interprets whether hypothesis is supported.

Excellent: Successfully applies the scientific method, interprets and communicates the conclusion to accept or reject the hypothesis appropriately.

**Content Mastery Rubric**

Committee recommended the following: each course select a set of 20-25 questions, based on ACGM Learning Outcome, to include on the final as embedded questions. The student scores on those questions are then entered into Blackboard as the assessment:

Excellent: 90%

Good: 70% and above

Poor: below 70%