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| **Information Literacy Rubric** | | | | | |
|  | **Student Learning Outcomes** | **Excellent** | **Proficient** | **Non-**  **proficient** | **Poor or**  **Absent** |
|  | Utilize search strategies to find relevant information. |  |  |  |  |
| **At the end of this** | Apply sound criteria (i.e., credibility, accuracy, and currency) |  |  |  |  |
| **course, a student** | to render an educated judgement about the quality of |
| **should be able to** | information. |
| **do all of the** | Use information to effectively accomplish a clear purpose. |  |  |  |  |
| **following:** |
| Accurately employ scholarly conventions for attributing |  |  |  |  |
|  | information to its source. |

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| **Creative Thinking Rubric** | | | | | |
| **At the end of this course, a student should be able to do all of the following:** | **Student Learning Outcome** | **Excellent** | **Proficient** | **Non-**  **proficient** | **Poor or**  **Absent** |
| Integrates alternate, divergent, or  contradictory perspectives or ideas. |  |  |  |  |
| Connects ideas or solutions in novel  ways. |  |  |  |  |
| Creates a novel or unique idea, question,  format, or product. |  |  |  |  |

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| **Analytical Thinking Rubric** | | | | | |
| **At the end of this course, a student should be able to do all of the following:** | **Student Learning Outcomes** | **Excellent** | **Proficient** | **Non-**  **proficient** | **Poor or**  **Absent** |
| Examine evidence systematically to identify patterns  and anomalies. |  |  |  |  |
| Apply a theory to data to make meaningful sense of  the data. |  |  |  |  |
| State conclusions that are logical extrapolations from  the evidence. |  |  |  |  |
| Identify the limitations of the conclusions they draw. |  |  |  |  |

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| **Written Communication Rubric** | | | | | |
| **At the end of this course, a student should be able to do all of the following:** | **Student Learning Outcomes** | **Excellent** | **Proficient** | **Non-**  **proficient** | **Poor or**  **Absent** |
| Clarify the purpose of the document (by, for instance,  articulating a thesis statement when appropriate). |  |  |  |  |
| Convey meaning clearly throughout the document. |  |  |  |  |
| Organize document logically. |  |  |  |  |
| Make choices concerning style, tone, and degree of  complexity that are appropriate to the audience. |  |  |  |  |

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| **Quantitative Literacy SLO Rubric** | | | | | |
|  | **Student Learning Outcomes** | **Excellent** | **Proficient** | **Non-**  **proficient** | **Poor or**  **Absent** |
| **At the end of this course, a student should be able to do all of the following:** | Solve mathematical problems by performing  calculations correctly. |  |  |  |  |
| Accurately describe the meaning of information  presented in mathematical forms (e.g., equations, graphs, diagrams, and tables). |  |  |  |  |
| Accurately convert information into mathematical  forms (e.g., equations, graphs, diagrams, and tables). |  |  |  |  |
| Correctly use quantitative information to support an  argument. |  |  |  |  |