|  |
| --- |
| **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. |

|  |
| --- |
| **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, orcontradictory perspectives or ideas. |  |  |  |  |
| Connects ideas or solutions in novelways. |  |  |  |  |
| Creates a novel or unique idea, question,format, or product. |  |  |  |  |

|  |
| --- |
| **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 patternsand anomalies. |  |  |  |  |
| Apply a theory to data to make meaningful sense ofthe data. |  |  |  |  |
| State conclusions that are logical extrapolations fromthe evidence. |  |  |  |  |
| Identify the limitations of the conclusions they draw. |  |  |  |  |

|  |
| --- |
| **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 ofcomplexity that are appropriate to the audience. |  |  |  |  |

|  |
| --- |
| **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 performingcalculations correctly. |  |  |  |  |
| Accurately describe the meaning of informationpresented in mathematical forms (e.g., equations, graphs, diagrams, and tables). |  |  |  |  |
| Accurately convert information into mathematicalforms (e.g., equations, graphs, diagrams, and tables). |  |  |  |  |
| Correctly use quantitative information to support anargument. |  |  |  |  |