

LBCC ISLO Rubric					
	0	Limited Proficiency - 1	Some Proficiency - 2	Proficiency - 3	Excellence - 4
ISLO 3: Demonstrate critical thinking, problem-solving, and diagnostics skills with an understanding of research, science, as well as information literacy and quantitative reasoning.	unable to observe or evaluate	issue/problem is not defined or stated without further clarification or description; information is taken from few sources without any interpretation/evaluation; position may be unstated (or stated but simplistic and obvious) with only an emerging awareness of assumptions and contexts; conclusions are oversimplified or inconsistently tied to information presented -OR- has difficulty defining the scope of the research or selects sources unrelated to the research question; sources are few and may lack relevance and quality; information presented is fragmented or inappropriate, so intended purpose is not achieved; minimal expression of the ethical and legal use of information (summarizing, paraphrasing, quoting, etc.) -OR- attempts to explain information in mathematical forms but draws incorrect conclusions; calculations are attempted but are unsuccessful or lack comprehensiveness; uses quantitative analysis to form the basis of judgements, but is hesitant/uncertain about drawing conclusions; lacks numerical support for arguments	issue/problem is defined/expressed but some ambiguity remains; information is gathered from a variety of sources but the development of a coherent synthesis or analysis is lacking; contexts are acknowledged, but viewpoints and assumptions may be overlooked; conclusions are logical and clear (but this may be because information has been chosen to fit the conclusion) -OR- defines the scope of the research incompletely or selects sources that partially relate to the research question; communicates and organizes source information but without synthesis, so its intended purpose is not fully achieved; demonstrates a full understanding of the ethical and legal restrictions on the use of published information -OR- provides somewhat accurate explanations of information in mathematical forms but may have minor errors in computations or units; calculations are attempted but unsuccessful or represent only a portion of the information needed to comprehensively solve a problem; uses quantitative analysis to form the basis of judgments (but without nuance), drawing plausible conclusions; uses quantitative information without effective connections to the argument/purpose of the work	issue/problem is clearly defined/expressed and clarified; information is gathered from a variety of relevant sources and interpretation/evaluation is developed in a coherent analysis; points of view, assumptions, and contexts are acknowledged; conclusions are identified clearly and logically tied to a range of information -OR- scope of the research is defined completely; selects a variety of relevant sources and demonstrates the ability to refine source search; communicates, organizes, and synthesizes information so that intended purpose is achieved; demonstrates a full understanding of the ethical and legal restrictions on the use of published information -OR- provides accurate explanations of information presented in mathematical forms; competently converts relevant information into desired mathematical portrayals with calculations that are successful and comprehensive enough to solve problems; uses quantitative information in connection with the argument/purpose of the work	issue/problem is clearly and thoroughly defined/expressed; information is gathered from a variety of relevant sources and interpretation/evaluation is developed in a comprehensive analysis; synthesizes points of view thoroughly and carefully evaluates assumptions and contexts; conclusions are logical, reflect informed evaluation, and are clearly discussed with depth and priority -OR- effectively defines the scope of the research and selects sources that directly relate to a research question; chooses a variety of relevant source material and selects them after considering their importance; communicates, organizes, and synthesizes information so that intended purpose is achieved with clarity and depth; correctly applies information use strategies and demonstrates a full understanding of the ethical and legal restrictions on the use of published information -OR- provides accurate explanations of information presented in mathematical forms and makes appropriate inferences about that information; skillfully converts information into an insightful mathematical portrayal and calculations are successful, comprehensive, and elegantly presented; uses quantitative information in connection with the argument/purpose of the work, and explicates it with high quality

Note: The rubric above was created using the Association of American Colleges and Universities (AAC&U) Critical Thinking VALUE Rubric. Retrieved from <https://www.aacu.org/value-rubrics>.