

Assessment Rubric: Critical Thinking and Analytical Skills



Student Name _____

Honors Contract Course _____

Semester _____

Faculty Mentor _____

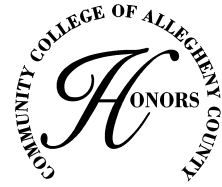
Intended Outcome. The student will employ critical thinking and analytical skills in accomplishing the Honors project.

The Honors Council has chosen the above outcome as our Program Assessment Objective for this academic year. At the end of the semester, please complete the rubric on the back of this sheet to assess your Honors student's Contract project and return it to your Honors Campus Coordinator along with your completed and signed Honors Contract Cover Sheet.

We understand each Honors project is unique and will require differing methods of inquiry and presentation of findings, depending on the discipline of study, scope of the project, and final form the project will take. As best you are able, please apply this rubric to your student's Honors project. Whether in the field of art or accounting and whether the final project takes the form of a ceramic pot or a research paper, each Honors Contract project should require the Honors student to employ critical thinking and analytical skills. It is on the application of this aspect of the project we would ask you to focus your assessment.

Honors Council sincerely appreciates your help in determining whether our Honors Contract projects are assisting in achieving our program outcomes. If you have any questions, please contact me. Thank you.

Julia Fennell
Honors Program Director
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Intended Outcome. The student will apply critical thinking and analytical skill in completing the Honors project.

Performance Area	Exceeds Standard (3)	Meets Standard (2)	Does Not Meet Standard (1)	SCORE
Analyzing information: data, ideas or concepts	Student interprets information accurately and appropriately in new contexts.	Student presents information accurately and appropriately with only minor inconsistencies, irrelevancies, or omissions.	Student copies information often inaccurately, incompletely, or with major omissions.	<hr/> out of 3
Applying procedures, formulas, principles, or themes.	Student applies procedures, formulas, principles, and themes appropriately in new contexts.	Student applies appropriate procedures, formulas, principles, and themes with minor inaccuracies.	Student inaccurately and inappropriately applies procedures, formulas, principles, and themes.	<hr/> out of 3
Presenting multiple solutions, positions, or perspectives.	Student accurately presents and explains multiple solutions, positions, or perspectives.	Student accurately presents two or more solutions, positions, or perspectives.	Student presents a single solution, position or perspective often with inaccuracies or omissions.	<hr/> out of 3
Drawing well-supported conclusions.	Student creates a detailed, complex solution that is well-supported, logically consistent, and complete.	Student organizes a solution that is logical and consistent with the evidence.	Student presents a conclusion that is illogical or inconsistent with the evidence presented.	<hr/> out of 3
Synthesizing ideas into a coherent whole.	Student integrates ideas or develops solutions that are exceptionally clear, cohesive and coherent.	Student connects ideas or develops solutions in a clear and coherent order.	The student presents ideas and solutions in a fragmentary manner, without clear, coherent order.	<hr/> out of 3
				TOTAL <hr/> out of 15