**USO3 Rubric**

**Use critical thinking skills to demonstrate literacy: listening, speaking, writing, reading, viewing, and visual representing.**

This USO was interpreted to involve two principal concepts: critical thinking and literacy expressed through various media. As such, this rubric focuses on student demonstrations of critical thinking coupled with possible media through which that critical thinking is demonstrated (speaking, writing, and visual representation). Critical thinking is transdisciplinary and can be measured in a variety of situations. Common applications of critical thinking include the ability to identify and analyze a problem and suggest an appropriate, evidence-based solution or argument. Attention to the context of the problem, evidence, and solution enable the student to carefully examine the problem and propose an appropriate solution using well-reasoned and logical progression or argumentation. Attention to possible detractors or conflicting evidence (multi-perspectivalism) serves as a check against bias and strengthens the overall solution or argument. With respect to the media through which critical thinking is demonstrated, special attention is paid to the form and clarity of the chosen medium.

**Critical Thinking—Definition**

Logical patterns of thinking applied to new situations involving careful analysis and use of evidence to defend a given solution or argument.

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|  | **0**  **No evidence found** | **1 (FR)—GE**  **Emerging** | **2 (SO)—GE**  **Developing** | **3 (JR)—Major**  **Demonstrating** | **4 (SR)—Major**  **Proficient** | **5 (MAST)**  **Mastery** | **6 (DOCT)**  **Generative** |
| **Analysis of the problem or situation** | No evidence found for this dimension. Must provide narrative response. | Student identifies the basic elements of the problem or situation. | Student demonstrates the ability to analyze the key concepts of the problem or situation. | Student demonstrates a clear and contextualized understanding of the problem or situation and subjects it to careful scrutiny. | Student demonstrates a nuanced and holistic understanding of the problem or situation. | Student demonstrates the ability to recognize gaps in the current research. | Student demonstrates the ability to independently identify a significant problem or situation and comprehensively analyze it in light of its historical development and context. |
| **Response (e.g., argument, solution) to problem or situation** | No evidence found for this dimension. Must provide narrative response. | Student identifies a response or argues one side clearly. | The response demonstrates an awareness of the complexity of the problem or situation. | The response clearly addresses the complexity and scope of the problem or situation and is convincing to the general reader. | The response is convincing to the discerning reader and the student demonstrates an awareness of potential implications. | Student demonstrates the ability to propose contextually-sensitive arguments that explore the limits of current practice, research, or theory. | Student demonstrates the ability to independently and convincingly generate new, innovative, and appropriate questions, arguments, or solutions to the problem or situation that clearly move beyond previously established practice, research, or theory. |
| **Use of logic or reasoning** | No evidence found for this dimension. Must provide narrative response. | Student demonstrates an awareness that responses require a logical progression of ideas. | Student presents a response that generally progresses logically. Avoids common logical fallacies. | Student crafts the response according to rational standards of reasoning without jumps in logic. | Student demonstrates sound principles of reason using transparent logical progression. Weaknesses in the response are addressed. | Student demonstrates the ability to construct interdependent arguments. | Student demonstrates the ability to synthesize multiple interdependent arguments while thoroughly addressing all weaknesses. |

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| **Quality of evidence/data** | No evidence found for this dimension. Must provide narrative response. | Student demonstrates the ability to distinguish between credible and non-credible sources. | Student identifies appropriate disciplinary experts or other credible sources to use as evidence. | Student evaluates evidence or data for relevancy and credibility, and exercises a minimal level of skepticism for evidence presented. | Student demonstrates command of evidence related to the topic and carefully evaluates relevance and validity of evidence employed. | Student critically analyzes important disciplinary methodologies and the assumptions underpinning key theories within the field. | Student critically interrogates sources and data to the fullest extent possible. Evidence is utilized only after passing careful scrutiny. |
| **Use of evidence/data** | No evidence found for this dimension. Must provide narrative response. | Student communicates information from sources to support response. | Student critically uses evidence to support response and demonstrates an awareness that evidence requires an understanding of context. | Student uses evidence appropriately to support response and demonstrates understanding of context | Student demonstrates contextualized application of evidence by developing a clear and coherent connection between evidence and the response. | Incorporates key disciplinary theories and studies to create clear and thorough support. Student draws attention to historical, theoretical, and contextual factors that influence the use of evidence and appropriately interprets evidence within its context. | Student demonstrates the ability to independently generate new evidence or appropriately adapt existing evidence to meet the needs of current problem or question. The use of evidence is highly contextualized with respect to current issues and developments in the field. Demonstrates mastery of pertinent theories, studies, methodologies, and best practices. |
| **Multi-Perspectival** | No evidence found for this dimension. Must provide narrative response. | Student demonstrates an awareness of alternative perspectives. | Student demonstrates the ability to consider others’ perspectives in addition to their own perspective | Student identifies personal bias(es) or contextual factors that influence their perspective. | Student fairly presents multiple perspectives and approaches while acknowledging the limits of their own perspective. | Student understands and deploys differing theoretical frameworks of understanding. Anticipates objections to argument. | Student demonstrates the ability to reflect on the justification of their own assumptions, beliefs, and values. Convincingly and thoroughly responds to anticipated objections to argument or solution. Varied approaches and perspectives are considered, addressed, and integrated or refuted as appropriate. |

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| **Demonstration/Artifact/Medium (Use only one of the following groups)** | | | | | | | |
|  | **0**  **No evidence found** | **1 (FR)—GE**  **Emerging** | **2 (SO)—GE**  **Developing** | **3 (JR)—Major**  **Demonstrating** | **4 (SR)—Major**  **Proficient** | **5 (MAST)**  **Mastery** | **6 (DOCT)**  **Generative** |
| **Written 1**  **Use of language** | No evidence found for this dimension. Must provide narrative response. | Student demonstrates an awareness of the kind of language that is expected for the genre of writing task(s). Language conveys meaning in some parts of the work. | Student generally uses language that is expected for the genre of writing task(s). Language conveys meaning in some parts of the work. | Student uses genre-appropriate language that conveys meaning in most of the work. | Student uses language that clearly conveys meaning to the audience throughout the whole work. | Student uses language that skillfully communicates meaning to the audience with clarity and fluency. | Student demonstrates mastery of disciplinary jargon that clearly communicates complex material to the audience. |
| **Written 2** **Adherence to disciplinary expectations of writing** | No evidence found for this dimension. Must provide narrative response. | Student demonstrates an awareness that writing requires a consistent system for basic organization and presentation of content and sources. | Student demonstrates a consistent system for basic organization and presentation of content and sources. | Student follows expectations appropriate to a specific discipline and/or genre of writing task(s) for basic organization and presentation of content and sources. | Student consistently follows important conventions particular to a specific discipline and/or genre of writing task(s), including organization, style, and presentation of content and sources. | Student demonstrates successful execution of a wide range of conventions particular to a specific discipline and/or genre of writing task(s) including organization, style, and presentation of content and sources (includes headings, punctuation, grammar, capitalization, usage, organization, etc.). | Student demonstrates excellence in disciplinary writing conventions. |
| **Written 3**  **Content development** | No evidence found for this dimension. Must provide narrative response. | Student develops content in some parts of the work that is relevant to the argument or solution. | Student develops and explores content in most of the work that is relevant to the argument or solution. | Student explores and analyzes relevant content throughout the whole work. | Student synthesizes compelling content with some awareness of the disciplinary context and audience. | Student creates a cohesive work that is well-situated within its disciplinary context and adapted to the intended audience. | Student demonstrates complete mastery of the subject matter’s depth and breadth within the defined scope of the problem or situation. |
| **Oral 1**  **Use of language** | No evidence found for this dimension. Must provide narrative response. | Student demonstrates an awareness of appropriate language choices for the given context. | Student generally uses language that is expected for the genre of speaking task(s). Language conveys meaning in some parts of the presentation. | Student uses genre-appropriate language that conveys meaning in most of the presentation. | Student uses language that clearly conveys meaning to the audience throughout the whole presentation. | Student uses language that skillfully communicates meaning to the audience with clarity and fluency. | Student demonstrates mastery of disciplinary jargon that clearly communicates complex material to the audience. |
| **Oral 2**  **Delivery techniques** | No evidence found for this dimension. Must provide narrative response. | Student demonstrates an awareness that delivery techniques (e.g., posture, gesture, and vocal expressiveness) should be used to enhance the presentation. | Student uses delivery techniques (e.g., posture, gesture, and vocal expressiveness) to positively support the presentation. | Student consistently uses delivery techniques (e.g., posture, gesture, and vocal expressiveness) to generate and maintain audience interest; speaker appears comfortable. | Student demonstrates command over delivery techniques (e.g., posture, gesture, and vocal expressiveness) through a polished, confident, and compelling presentation. | Student demonstrates the ability to respond to critical feedback or questions with confidence; maintains professionalism when challenged by examiners. | |
| **Oral 3**  **Organization and structure** | No evidence found for this dimension. Must provide narrative response. | Student demonstrates an awareness that speeches require an organizational pattern (e.g., specific introduction and conclusion, body, transitions) within the presentation. | Student uses a discernible organizational pattern (specific introduction and conclusion, body, and transitions). | Student uses a clear and consistent organizational pattern throughout the presentation. | Student uses presentation structure to effectively support message (material is well-sequenced, transitions maintain flow of presentation, introduction and conclusion adequately preview and summarize message). | Student effectively uses presentation structure to engage audience (e.g., imagery is used strategically to develop and sustain audience interest). | |
| **Oral 4**  **Content selection** | No evidence found for this dimension. Must provide narrative response. | Student includes appropriate and relevant content in parts of the presentation. | Student includes appropriate and relevant content in most of the presentation. | Student includes appropriate and relevant content throughout the presentation. | Student includes only content that serves a clear and distinct purpose in relation to the presentation’s message and context. | The student uses compelling content throughout the presentation. | |
| **Visual 1**  **Craftsmanship** | No evidence found for this dimension. Must provide narrative response. | The student applies techniques for the chosen media, but techniques may not be appropriate or may be applied incorrectly. | The student applies some appropriate techniques correctly for the chosen media. | The student applies appropriate techniques for the chosen media. | The student demonstrates competent application of techniques for the chosen media. Skillful handling of the medium is evident. |  | |
| **Visual 2**  **Design** | No evidence found for this dimension. Must provide narrative response. | The student demonstrates intentionality in design choices, although design choices may not be appropriate. | Design choices generally support the student’s intended message. | Design choices are appropriate and support the student’s intended message. The student’s voice is represented in the work. | Design choices are thoughtful, appropriate, and support the student’s intended message. The composition is creative, well-balanced, and the student’s voice is evident in the work. | The student has made sophisticated and thoughtful design choices that demonstrate skill in applying design principles. | |
| **Visual 3**  **Content communication** | No evidence found for this dimension. Must provide narrative response. | The student expresses a message within the work, but the message lacks clarity or is inappropriate in light of the work’s context, purpose, and audience. | The work generally conveys the intended message but lacks some clarity in light of the work’s context, purpose, and audience. | The work conveys the intended message in a clear and straightforward manner in light of the work’s context, purpose, and audience. | The work effectively conveys the intended message in a compelling manner, in light of the work’s context, purpose, and audience. |  | |