Student Learning Outcome: Reach sound conclusions based on logical analysis of evidence					
Criteria	**Insufficient (1)**	**Developing (2)**	**Competent (3)**	**Exemplary (4)**	**Rating**
Inquiry	● The question or problem is not clearly identified ● Does not identify an appropriate scope of work ● Lacks evidence needed to address problem or question and does not identify sources (if relevant)	● The question or problem is partially identified ● Partially defines scope of work ● Provides some evidence needed to address problem or question, some sources are identified (if relevant)	● Essential elements of the question or problem are identified ● Defines the scope of work in terms of requirements or constraints to reaching conclusions (e.g. time, data limitations) ● Identifies necessary evidence (including sources, if relevant), to address problem or question	● The question or problem is completely identified and the significance is addressed ● Fully defines the scope of work in term of requirements or constraints to reaching conclusions (e.g. time, data limitations), and considers a broader context ● Identifies necessary, relevant and/or credible evidence to address problem or question and considers strength or credibility of source(s)	
Analysis and Interpretation	● Evidence is not organized to reveal patterns, similarities, or differences ● Evidence is not relevant or appropriate to focus of problem or question ● Limited analysis does not address biases or assumptions	● Organizes evidence to reveal some patterns, similarities, or differences ● Provides some relevant evidence, but needs further analysis ● Acknowledges biases or assumptions	● Organizes and synthesizes evidence to reveal some patterns, similarities, or differences ● Evaluates evidence including analysis of some of the following factors: sufficiency, methodology, credibility, relevance, or accuracy ● Addresses biases and assumptions, to some degree	● Organizes and synthesizes evidence to reveal insightful patterns, similarities, and differences ● Evaluates evidence in depth; including factors such as sufficiency, methodology, credibility, relevance, and accuracy ● Thoroughly addresses biases and assumptions in the evidence, including own and others	
Conclusions	● Conclusion is not reached ● Conclusion is not justified based on analysis of evidence	● Conclusion is partially justified ● Supportive evidence is weak or not directly related to the conclusion	● Conclusion reflects an informed analysis of evidence ● Conclusion is justified by connections to supporting evidence ● Recognizes some limitations of own analysis	● Conclusion reflects an informed evaluation of evidence ● Conclusion is justified by strong supporting evidence ● Recognizes the limitations of own analysis and considers other perspectives ● Presents implications for larger context or broader significance	
				Overall Rating	

RIT **Benchmark:** 70% of students will achieve a rubric score of Competent (3) or higher.

Student Learning Outcome: Reach sound conclusions based on logical analysis of evidence

Essential Element- Critical Thinking

Critical thinking is essential to the success of every RIT student, and as such, every general education course must be aligned to least one of the four associated Critical Thinking student learning outcomes. In this context, critical thinking is understood as the ability to gather and evaluate information in order to develop an opinion, solve a problem, and reach reliable conclusions or effective solutions.

Framing Language

The ability to evaluate existing knowledge and use this knowledge to reach conclusions is a process fundamental to all disciplines. The authors of this rubric break down the process into three steps;

Step 1: The student begins the inquiry process by identifying the question or problem to be addressed and the need for a solution or conclusion,

Step 2: The student evaluates, organizes, and synthesizes the evidence,

Step 3: After analysis of evidence, the student reaches a conclusion and/or proposes an effective solution. This step is meant to address both the process and the product of analysis.

Each of the three steps can look different across disciplines and domains, therefore broad language is used to encompass varying types of evidence (e.g. articles, narratives, artifacts, data), different reasoning processes, and different problem types.

Assignment Design/Evaluation of Student Learning

This rubric is designed for use with a variety of assignments (e.g., research paper, project), and each assignment must ask students to complete analyses of information in order to reach conclusions. As the first two steps of the rubric are process oriented, assignments which include some evidence of the student's thinking and insights as they complete the task will facilitate scoring. Examples of such evidence include an annotated bibliography, reflection statement, or a record of protocol.

Glossary of Key Terms

Assumptions: ideas, conditions, or beliefs (often implicit or unstated) that are taken for granted or accepted as true without proof (AACU Value Rubric)

Biases: prejudices or predispositions to an outlook or a way of thinking, error related to the method used in collecting or presenting information

Scope of Work: parameters, milestones, and deliverables required to complete a task