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| **Student Learning Outcome: Analyze or construct arguments considering their premises, assumptions, contexts, conclusions, and anticipating counterarguments** |
| **Criteria** | **Insufficient (1)** | **Developing (2)** | **Accomplished (3)** | **Exemplary (4)** | **Rating** |
| Identify an Argument | * Does not isolate the argument(s) from extraneous elements in the text
* Unable to describe issues, evidence and/or reasoning processes in arguments
 | * Identifies the argument(s), but includes extraneous elements such as expressions of opinion and descriptions of events
* Identifies and describes some of the following: premises, assumptions, contexts, evidence, and conclusions
 | * Identifies the argument(s)
* Identifies and describes most of the following: premises, assumptions, contexts, evidence, and conclusions
 | * Identifies the argument(s) and clearly distinguishes it from any extraneous elements such as expressions of opinion and descriptions of events
* Clearly identifies and describes premises, assumptions, contexts, evidence, and conclusions
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| Construct an Argument | * Does not clearly develop a premise, conclusion or point of view
* No supporting reasoning or evidence is presented
 | * Develops a premise, conclusion or point of view
* Does not organize the evidence or reasons in a logically adequate way
 | * Develops an argument in which the conclusion is supported by its premises using evidence and logical reasoning
 | * Develops a persuasive argument in which the conclusion is supported by its premises, using evidence and logical reasoning
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| Analyze an Argument | * Does not deconstruct an argument into component parts
* Fails to identify constraints and counterarguments
* No use of evidence or reason in support of a claim
 | * Partially deconstructs an argument into component parts
* Identifies some constraints or counterarguments
* Identifies evidence and reasons in support of a claim
 | * Deconstructs an argument into component parts
* Identifies constraints and counterarguments
* Incorporates evidence and reason in support of a claim
 | * Deconstructs an argument into component parts and assesses the relevance and scope of those parts
* Utilizes constraints and counterarguments, as appropriate
* Prioritizes evidence and reasons in support of a claim
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| Evaluate an Argument | * Unable to assess whether the argument’s premises are unacceptable, irrelevant, or insufficient for its conclusion
 | * Unable to consistently determine validity or strength of an argument
* Incomplete assessment of the credibility of the premises, including the quality of evidence
 | * Assesses whether the argument’s conclusion is sufficiently supported by its premises
* Assesses the credibility of the premises, including the quality of evidence.
 | * Identifies and judges between competing mutually valid arguments
* Offers an original relevant interpretation based on assessment of argument’s premises, assumptions, context, conclusions, and counterarguments
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| **Overall Rating** |  |

**Benchmark TBD** 70% of students will receive an average rubric score of 3.0 or better

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***Framing Language***

This rubric is designed to be used across multiple disciplines and course structures (e.g., lectures, laboratories, capstone seminars), as the ability to analyze or construct arguments is seen as an essential component of critical thinking across all disciplines. The rubric is designed to assess student artifacts in a variety of assignments including, but not limited to, essays, case studies, and debates, given that the student has the opportunity to complete an analysis or text, data, or issues. The ability of a student to analyze or construct an argument, while considering the weight of the facts, context, assumptions, and conclusions is the focus of this outcome and rubric.

***Glossary***

Argument: The development of a clear, reasonable, and logical claim based on evidence

Premise: an idea or theory on which a statement or action is based (Cambridge English Dictionary)

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

Contexts: The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events (AACU Value Rubric)

This outcome is one of four of RIT’s Critical Thinking General Education Student Learning Outcomes:

* *Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information*
* *Reach sound conclusions based on logical analysis of evidence*
* *Demonstrate creative or innovative approaches to assignments or projects*