

Learning Outcome: Graduates will be able to critically analyze and solve problems.

Characteristics 1 -4: Essential Characteristics	Level of Achievement				
	1	2*	3	4**	5
1 Identification and/or summary of the problem/question at issue.	No identification and/or summary of the problem.		The main question is apparent or implied, but not clearly stated.		The main question and subsidiary, embedded, or implicit aspects of a question are identified and clearly stated.
2 Presentation of the STUDENT'S OWN perspective and position as it is important to the analysis of the issue.	The student's own interpretation or position relative to the question is not provided.		The student's own interpretation or position on the question is implied or unclearly stated.		The student's own interpretation or position on the issue is clearly stated.
3 Use of supporting data/evidence .	No supporting data, logical argument or evidence is used.		Evidence and logic are used, but source(s) of evidence are not evaluated for accuracy, precision, relevance, and completeness. Inferences of cause and effect are stated, but not completely or entirely accurately. Facts and opinions are stated although not clearly distinguished from value judgments.		Evidence is identified and carefully examined. Source(s) of the evidence are questioned for accuracy, precision, relevance, and completeness. Accurately observes cause and effect. Facts, opinions and arguments are stated and clearly distinguished, and value judgments are acknowledged.
4 Discussion of conclusions, implications and consequences.	Conclusions are not provided.		Conclusions are provided without discussion of implications or consequences. Some reflective thought is provided with regards to the assertions.		Conclusions are clearly stated and discussed. Implications and consequences of the conclusion are considered in context, relative to assumptions, and supporting evidence. The student provides reflective thought with regards to the assertions.
5 – 7: Optional Characteristics (evaluated where appropriate)					
5 Consideration of OTHER salient perspectives and alternate positions that are important to the analysis of the issue.	Does not acknowledge possible alternate perspectives.		Acknowledges possible alternate perspectives although they are not clearly stated.		Uses alternate perspectives and additional diverse perspectives drawn from outside information.
6 Assessment of the key assumptions and the validity of the supporting/background information .	Does not identify the key assumptions and/or evaluate the given information that underlies the issue.		The key assumption(s) that underlies the issue is clearly stated. Necessary data or other background data are identified but not evaluated for validity, relevance or completeness.		The key assumption that underlies the issue is clearly stated and the validity of the assumption that underlies the issue is assessed. Key data and background information are evaluated for validity and used in a way consistent with this evaluation.
7 Consideration of the influence of the context on the issue (including, where appropriate, cultural, social, economic, technological, ethical, political, or personal context).	The problem is not connected to other issues or placed in context.		The context of the question is provided although it is not clearly analyzed. Limited consideration of the audience is provided. Little consideration of other contexts is provided.		The issue is clearly analyzed within the scope and context of the question. An assessment of the audience is provided. Consideration of other pertinent contexts is provided.

* 2 - Exhibits most characteristics of '1' and some characteristics of '3'

** 4 - Exhibits most characteristics of '3' and some characteristics of '5'

* adapted from Washington State University