

1. Read and comprehend college-level work	Exemplary 3	Satisfactory 2	Un- satisfactory 1
1a. Given a “college-level text”, identify the primary message or idea being conveyed	correctly identifies the main idea(s) in the passage	identified idea is not primary, but secondary	identified idea is not present in passage
1b. Given a “college-level text”, draw correct and reasonable conclusions from the text	Provides all of the reasonable conclusions from reading; identifies supporting details	Provides some reasonable conclusions or simply echoes the text	Provides none of the reasonable conclusions, but echoes at least some of the text
1c. Given graphical information, draw correct and reasonable conclusions	Provides all of the correct conclusions from the graph	Provides some of the correct conclusions from the graph	Provides none of the correct conclusions from the graph

2. Explain and defend ideas orally and in writing	Exemplary 3	Satisfactory 2	Un-satisfactory 1
2a. Focus	consistently relates to the main point	mostly relates to the main point	does not relate to the main point
2b. Organization	is well organized	is somewhat organized	is disorganized
2c. Evidence and examples	includes relevant evidence and examples	includes evidence and examples, but not all are relevant	does not include evidence or examples
2d. Conventions	follows specified conventions	partially follows specified conventions	does not follow specified conventions

3. Examine ideas using critical reasoning	Exemplary 3	Satisfactory 2	Unsatisfactory 1
3a. Distinguishes fact from opinion	Accurately identifies all facts and all opinions	Mostly identifies facts as facts and opinions as opinions	Confuses most facts with opinions
3b. Identifies perspectives and points of view	Identifies one's own perspective and additional points of view	Mostly identifies one's own perspective and additional points of view	Fails to identify one's own perspective and additional points of view
3c. Evaluates evidence (data) for accuracy and relevance	Demonstrates clear evaluation of both accuracy and relevance of evidence (data)	Demonstrates fair evaluation of at least one of accuracy or relevance	Attempts, but fails to evaluate either accuracy or relevance of evidence
3d. Identifies implications of argument, situation, or action	Establishes and evaluates conclusions, implications and consequences	Mostly establishes and evaluates conclusions, implications and consequences	Fails to establish conclusions, implications and consequences
3e. Able to identify strengths and weaknesses of an argument, situation, or action	Clearly able	Partially able	Unable

4. Solve problems using logic, mathematics, computers, and creative thinking	Exemplary 3	Satisfactory 2	Un-satisfactory 1
4a. Perform the mechanics of solving the problem.	Accurately and completely performed.	Partially performed	Fails to perform accurately.
4b. Determine a realistic answer (approximation) and qualify result	Determined with appropriate reasoning	Determined without reasoning	Fails to determine a realistic answer
4c. Demonstrates ability to use computer (or appropriate technology) as the appropriate tool	Fully demonstrates ability to use computer or appropriate technology	Partially demonstrates ability to use computer or appropriate technology	Fails to demonstrate ability to use computer or appropriate technology
4d. Demonstrates creative thinking	Demonstrates originality	Mostly demonstrates originality	Fails to demonstrate originality

5. Demonstrate responsible citizenship	Exemplary 3	Satisfactory 2	Un- satisfactory 1
5a. Demonstrate knowledge of ethical* standard	Fully demonstrated	Partially demonstrated	Failed to demonstrate
5b. Exhibits ethical* behavior	Exhibits and is self- initiated	Exhibits, but only because of requirement	Fails to exhibit ethical behavior
5c. Exhibit significant volunteerism, e.g., community service, fund- raising, etc.	Exhibits and is self- initiated	Exhibits, but only because of requirement	Fails to exhibit

* Ethical is defined here as “unselfish behavior”

This group identified 4 levels of increasingly responsible behavior:

- self-respect: individual does nothing to hurt self
- respect others: individual doesn't hurt others
- individual willing contributes
- individual seeks or creates opportunities to help others