

1. Read and comprehend college-level or industry-standard literature	Advanced (4)	Proficient (3)	Developing (2)	Beginning (1)
1a. Given a “college-level or industry- standard text”, identify the main idea or supporting details	Accurately identifies and explains the main idea or supporting ideas of the passage, drawing complex or insightful inferences BEYOND the primary message	Accurately identifies and explains the main idea or supporting details of the passage by PARAPHRASING or summarizing the information	Identifies or explains the main idea or supporting details of the passage using the SAME WORDS as the text	INCOMPLETELY identifies or explains the main idea or supporting details of the passage; repeats what was stated in the text
1b. Given graphical information, draw correct and reasonable conclusions	Interprets graphical information (graphs, tables, illustrations, etc.) ACCURATELY and appropriately to draw complete, logical, and UNIQUE conclusions	Interprets graphical information (graphs, tables, illustrations, etc.) to draw COMPLETE and logical conclusions	Interprets graphical information to draw conclusions that have MINOR inconsistencies or omissions	UNABLE to interpret graphical information to draw a reasonable conclusion (conclusion is inconsistent, illogical, or missing altogether)
1c. Given a “college-level or industry- standard text”, make appropriate and logical inferences or implications	Accurately explains ideas (both stated and inferred) from the text and makes SPECIFIC and appropriate connections to discipline or course content	Accurately explains ideas (both stated and inferred) in the text and makes APPROPRIATE connections to discipline or course content	Accurately explains ideas from the text and makes GENERAL or VAGUE but appropriate connections to discipline or course content	Does NOT accurately explain ideas from the text and/or makes INAPPROPRIATE connections to discipline or course content

2. Explain and defend ideas orally and/or in writing	Advanced (4)	Proficient (3)	Developing (2)	Beginning (1)
2a. Focus: main idea has a clear and appropriate thesis	Main idea is clear, appropriate and remains the focus THROUGHOUT the work	Main idea is clear and appropriate but could be clarified and is the focus for MOST of the work	Main idea NEEDS additional clarification and is related to SOME supporting information	Main idea is UNCLEAR or does not relate to supporting material
2b. Organization & Structure	Information is in a clear and logical order. Transitions are used to unify content throughout the ENTIRE assignment or presentation	Information is in a logical order. Transitions are used to unify content throughout MOST of the assignment or presentation	Information is in a somewhat logical order. Transitions ARE USED inconsistently	Information is disorganized. Transitions are NOT used.
2c. Includes relevant evidence and examples	Uses HIGH-QUALITY, credible and relevant sources to provide evidence and examples, and to develop INTERCONNECTED ideas	Uses CREDIBLE and relevant sources to provide evidence and examples, and to develop RELATED ideas	Uses SOME credible and/or relevant sources to provide some evidence and examples, although some information is off topic or difficult to follow	LACKS sources or uses irrelevant sources to provide evidence and examples, and/or most content is random and unconnected
2d. Control of language and mechanics	Uses appropriate verbal/non-verbal techniques throughout the ENTIRE presentation AND avoids errors in grammar, mechanics, punctuation and usage	Uses appropriate verbal/non-verbal techniques throughout MOST of the presentation or GENERALLY avoids errors in grammar, mechanics, punctuation and usage	INCONSISTENT use of verbal/non-verbal techniques OR has errors in grammar, mechanics, and usage	INEFFECTIVE use of verbal/non-verbal techniques or has SIGNIFICANT errors in grammar, mechanics and usage

3. Examine ideas using critical reasoning	Advanced (4)	Proficient (3)	Developing (2)	Beginning (1)
3a. Distinguishes different perspectives	ACCURATELY identifies and THOROUGHLY explains multiple positions or perspectives that balance opposing points of view	Identifies and explains MULTIPLE positions or perspectives that balance opposing points of view	Identifies and explains SOME positions or perspectives	ATTEMPTS to identify and/or explain positions or perspectives
3b. Evaluates evidence (data) for accuracy, validity and relevance	Evaluates the credibility, accuracy, validity, precision, relevance and completeness of ALL evidence	Evaluates the credibility, accuracy, validity, precision, relevance and completeness of MOST evidence	PARTIALLY evaluates credibility, accuracy, validity, precision, relevance and completeness of evidence	ATTEMPTS to evaluate credibility, accuracy, validity, precision, or relevance of evidence
3c. Identifies implications of argument, situation, or action	ACCURATELY identifies and supports reasonable and informed conclusions/solutions and discusses implications and consequences	MOSTLY identifies and supports reasonable and informed conclusions/solutions and discusses implications and consequences	Identifies possible conclusions/ solutions but MINIMALLY supports AND/OR discusses implications and consequences	Identifies possible conclusions/ solutions BUT fails to adequately support AND discuss implications and consequences
3d. Able to identify strengths and weaknesses of an argument, situation, or action	Identifies and assesses BOTH obvious and implied strengths and weaknesses of issues, arguments, or situations, NOTING contradictory or confusing information and creative solutions	Identifies BOTH obvious and implied strengths and weaknesses of issues, arguments, or situations	Identifies OBVIOUS strengths and weaknesses of issues, arguments, or situations	Identifies SOME obvious strengths and weaknesses of issues, arguments, or situations

4. Solve problems using logic, mathematics, computers, and creative thinking	Advanced (4)	Proficient (3)	Developing (2)	Beginning (1)
4a. Performs the mechanics of solving the problem.	Accurately and thoroughly completes ALL steps taken to solve a given problem	Accurately completes MOST steps taken to solve a given problem	Accurately completes SOME steps taken to solve a given problem	ATTEMPTS to complete the given problem
4b. Determines a realistic answer (approximation) and qualify result	Determines a realistic answer or conclusion that is WELL-SUPPORTED, logically consistent, complete and often unique	Determines an answer or conclusion that is complete, logical, and CONSISTENT with evidence presented	Determines a simple answer or conclusion that is MOSTLY consistent with evidence presented, with MINOR inconsistencies or omissions	Determines an answer or conclusion that is INCONSISTENT with evidence presented, illogical, or omits an answer or conclusion altogether
4c. Demonstrates ability to use appropriate technology	Uses formulas, procedures, principles, or technology accurately, appropriately and in NEW contexts	Uses formulas, procedures, principles or technology accurately and appropriately in FAMILIAR context	Uses appropriate formulas, procedures, principles, or technology with MINOR inaccuracies	Uses formulas, procedures, principles or technology INAPPROPRIATELY, inaccurately, or omits them
4d. Demonstrates creative thinking	Identifies, incorporates AND EVALUATES creative, new or original approaches when solving problems	Identifies AND incorporates creative, new or original approaches when solving problems	IDENTIFIES alternative approaches when solving problems	Identifies a SINGLE approach when solving a problem

5. Demonstrate Professionalism	Advanced (4)	Proficient (3)	Developing (2)	Beginning (1)
5a. Demonstrates responsible decision making	Demonstrates EXEMPLARY commitment to reflective personal decision making as evidenced by combining ethics with personal behavior	Demonstrates commitment to REFLECTIVE personal decision making as evidenced by combining ethics with personal behavior	Demonstrates INCONSISTENT personal decision making as evidenced by recognizing BASIC connections between ethics and personal behavior	ATTEMPTS to demonstrate personal decision making but FAILS to grasp connections between ethics and personal behavior
5b. Demonstrates professional customer service	ALWAYS demonstrates appropriate use of body language, speaks clearly, exhibits a positive attitude when interacting with others and is ALWAYS receptive to new ideas and adapts to change	USUALLY demonstrates appropriate use of body language, speaks clearly, exhibits a positive attitude when interacting with others and is USUALLY receptive to new ideas and adapts to change	OCCASIONALLY demonstrates appropriate use of body language, speaks clearly, exhibits a positive attitude when interacting with others and is OCCASIONALLY receptive to new ideas and adapts to change	FAILS to demonstrate appropriate use of body language, speak clearly, exhibit a positive attitude when interacting with others and is RARELY receptive to new ideas and adapts to change
5c. Demonstrates self-control	ALWAYS maintains professional demeanor even when stressed. NEVER expresses anger physically	USUALLY maintains professional demeanor even when stressed. NEVER expresses anger physically	OCCASIONALLY maintains professional demeanor, although may be INCONSISTENT. May have difficulty expressing anger or emotions appropriately	Exhibits DISRUPTIVE behaviors
5d. Demonstrates attendance and punctuality	ALWAYS early - or on time - to class, lab, training, and other professional or student functions. RARELY to never misses class or training	USUALLY early - or on time - to class, lab, training, and other professional or student functions. RARELY to never misses class or training	OCCASIONALLY on time to class, lab, training, meetings, and appointments, BUT has some absences	CONSITENTLY late to class, lab, training, meetings or appointments, AND/OR has excessive absences
5e. Demonstrates appropriate communication	ALWAYS communicates respectfully with students, staff, and public by using professional communication and appropriate language	USUALLY communicates respectfully with students, staff, and public by using professional communication and appropriate language	OCCASIONALLY communicates respectfully BUT occasionally requires reminders about using foul or inappropriate language	FAILS to communicate respectfully AND often requires reminders about using foul or abusive language
5f. Demonstrates academic integrity	ALWAYS demonstrates exemplary commitment to academic integrity as evidenced by appropriately documenting original source (no plagiarism or cheating)	USUALLY demonstrates commitment to academic integrity as evidenced by documenting original source (no plagiarism or cheating)	OCCASIONALLY demonstrates commitment to academic integrity as evidenced by inconsistent documentation of original source (does not fully grasp academic documentation expectations)	FAILS to demonstrate commitment to academic integrity as evidenced by cheating or lacking documentation of original source (plagiarizing)