

## CRITICAL ANALYSIS AND REASONING CURRICULUM RUBRIC (R)

### Program goal:

**Guide and prompt students to use appropriate critical analysis and reasoning to explain and analyze concepts, and apply concepts to issues to determine significance or value.**

<u>Student learning objective</u>	<u>Student Learning Outcomes' Levels of Competency:</u>				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
<p><b>SLO1: Conceptualization</b></p> <p>The student identifies and explains an essential concept, as well as the relation to other relevant concepts.</p>	The student fails to identify the concept.	Identifies the concept, but the explanation is inaccurate, incomplete, and not related correctly to other relevant concepts.	Identifies the concept and the explanation is accurate, but incomplete and not related correctly to other relevant concepts.	Identifies the concept and the explanation is accurate and complete, but it is not related correctly to other relevant concepts.	Identifies the concept and the explanation is accurate, complete, and related correctly to other relevant concepts.
<p><b>SLO2: Analysis</b></p> <p>The student identifies the basic parts of the concept and their relation to each other, as well as demonstrating understanding of the concept based upon the analysis.</p>	Fails to identify the basic parts of the concept.	Identifies the basic parts of the concept but cannot restate their relation to each other and cannot demonstrate understanding of the concept based upon the analysis.	Identifies the basic parts of the concept and restates their relation to each other in an incomplete way and cannot demonstrate understanding of the concept based upon the analysis.	Identifies the basic parts of the concept and summarizes their relation to each other completely but cannot demonstrate understanding of the concept based upon the analysis.	Identifies the basic parts of the concept and establishes their relation to each other completely and demonstrates understanding of the concept based upon the analysis.
<p><b>SLO3: Evaluation</b></p> <p>The student applies the concept to a case or issue and determines the significance or value of the case or issue in relation to the concept, as well as its implications.</p>	Fails to apply the concept to a case or issue.	Applies the concept to the case or issue but cannot demonstrate the significance or value of the case or issue in relation to the concept and cannot analyze the implications.	Applies the concept to the case or issue and demonstrates the significance or value of the case or issue in relation to the concept accurately but incompletely and cannot analyze the implications.	Applies the concept to the case or issue and demonstrates the significance or value of the case or issue in relation to the concept accurately and completely but cannot analyze the implications completely.	Applies the concept to the case or issue and demonstrates the significance or value of the case or issue in relation to the concept accurately and completely, as well as distinguishes the implications accurately and completely.

A **program goal** is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment.

A **student learning objective** is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired outcome.

A **student learning outcome** is the result of a learning process; in other words, it is an actual outcome. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).

A **competency** is the ability to do something successfully. CU's expectation is that students will perform at or above the level of **Proficient**.