TH!NK Common Rubric Rating Form

	LITTLE/NO EVIDENCE (1)	EMERGING (2)	DEVELOPED (3)	CAPSTONE (4)
Raising questions, formulating problems				
Articulating the issue and its scope	Issue/problem to be considered critically is stated without clarification or description of scope	Issue/problem to be considered critically is stated but leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding
Gathering and assessing relevant information				
Selecting and analyzing information	Information is taken from source(s) without any interpretation/evaluation Expert viewpoints taken as fact, without question	Information is taken from source(s) with interpretation/evaluation but not enough to develop a coherent analysis/synthesis Expert viewpoints taken mostly as fact, with little questioning	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis/synthesis Expert viewpoints are subject to questioning	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis/synthesis Expert viewpoints are questioned thoroughly
Recognizing Assumptions	Does not show awareness of assumptions	Shows an emerging awareness of assumptions (may label assertions as assumptions). Begins to identify some contexts when presenting a position	Questions some assumptions. Identifies own and others' assumptions and several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa)	Thoroughly analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position
Considering perspectives	Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.	Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way.	Incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory way.	Integrates alternate, divergent, or contradictory perspectives or ideas fully.
Generating, judging, and synthesizing ideas				
Generating alternatives	Selects from existing ideas	Generates a single idea	Generates multiple ideas within a limited range.	Generates multiple, divergent ideas that draw on a wide range of perspectives
Judging appropriateness	Shows limited/no awareness of the benefits and drawbacks of various ideas Defends ideas with unrelated criteria	Recognizes relevant benefits and drawbacks of ideas but does not compare values of each	Weighs the value of relevant benefits and drawbacks of ideas	Weighs the value of relevant benefits and drawbacks of ideas Selects/recommends appropriate ideas with sound argument
Originality of thought	Restates available ideas	Attempts to create unique/novel ideas, questions, formats, or products, but in incomplete ways	Creates a novel or unique idea, question, format, or product.	Extends unique/novel ideas, questions, formats, or products to create new knowledge or knowledge that cuts across boundaries
Effectively communicating				
Abstract thinking or Relating the "Big Idea"	Describes chronology of steps or an undifferentiated inventory of ideas	Attributes some decisions to an overarching principle; applies principle inconsistently; or explanation is piecemeal or afterthought	Provides coherent narrative linking idea/solution attributes to constraints and provides some insight into generalizable concepts	Articulates general concepts, poses overarching theories, and describes "Big Idea"
Communication	Ideas may not be relevant and/or there is no/little obvious organization	Presents relevant information but ideas are poorly organized	Presents coherent argument linking ideas	Presents compelling argument and responds to audience and/or context