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| **Performance Category** | **Beginning** | **Developing** | **Competent** | **Accomplished** |  |
| *Use of Evidence* | Does not use or evaluate evidence, data or information and/or relies largely on anecdotes | Uses some evidence but does not use it appropriately or sufficiently | Successfully uses appropriate evidence but does not evaluate evidence | Uses appropriate evidence, evaluates all relevant evidence and contributes new evidence or information |  |
| *Identification of Assumptions* | Does not identify assumptions | Identifies basic assumptions but does not clearly explain the assumptions  | Correctly identifies and explains basic assumptions but misses important abstract assumptions | Identifies all important assumptions (abstract & basic) and clearly explains all assumptions  |  |
| *Evaluation of Conclusions and Implications* | Does not identify or evaluate conclusions or implications | Identifies some conclusions or implications but does not evaluate | Successfully identifies all conclusions and implication but does not evaluate | Evaluates all conclusions and implications, pointing out strengths and limitations clearly and defensibly |  |
| *Understanding of Inductive, Deductive, and Abductive Reasoning* | Does not employ these types of reasoning, or uses them in an unclear or flawed manner. Cannot distinguish among different forms of reasoning. | Employs these forms of reasoning, but not consistently. May fail to distinguish clearly between different modes of reasoning.  | Employs these forms of reasoning clearly and consistently, but does not integrate them into a fully coherent analysis. | Employs these forms of reasoning clearly and consistently, and integrates them into a fully coherent analysis. |  |
| *Understanding of Causal Reasoning* | Fails to distinguish correlation from causation. Does not clearly distinguish cause and effect.  | Distinguishes correlation from causation. Identifies simple causal relationships, but not more complex ones.  | Identifies more complex causal relationships, such as two-way causation and joint causation, but does evaluate their relative likelihood. | Identifies more complex causal relationships, such as two-way causation and joint causation, and evaluates their relative likelihood. |  |
| *Recognition of Relevant Distinctions* | Compares sets of phenomena, recognizing some of the distinctions between or among them, not necessarily the relevant ones. | Compares sets of phenomena, recognizing the more obvious distinctions between or among them | Compares sets of phenomena, recognizing and delineating the range of distinctions between or among them. | Aptly compares sets of phenomena, recognizing and accounting for the full range of relevant distinctions between or among them. |  |
| *Recognition of Relevant Commonalities* | Compares sets of phenomena, making note of some parallels or similarities, not necessarily the relevant ones. | Compares sets of phenomena, recognizing the most obvious similarities and parallels between or among them. | Compares sets of phenomena, recognizing and delineating the range of relevant similarities and parallels between them. | Aptly compares sets of phenomena, recognizing and accounting for the full range of relevant similarities and parallels between and among them. |  |
| *Recognition and Communication of Own Perspective* | May not identify their own perspective; may communicate own perspective using limited evidence, data, or arguments; may be prone to egocentric argument; has difficulty imagining other ways of seeing things.  | Identifies and communicates own perspective using evidence or arguments that may be lacking or with unclear details; somewhat able to place own view in perspective, but weakness in considering and critiquing the worth of each perspective, especially one’s own.  | Identifies and communicates own perspective using some in-depth and personalized arguments and evidence; able to place own view in perspective with others; reasonably effective at considering and critiquing the worth of each perspective including one’s own. | Identifies and clearly communicates own perspective using solid arguments and evidence; makes subtle connections; makes own view more convincing by considering the merits of other perspectives; clearly explains the limits of their own perspective. |  |
| *Consideration of Alternative Perspectives* | Identifies and makes beginning attempts to address alternative perspectives | Identifies and adequately addresses alternative perspectives | Identifies and cogently addresses multiple and diverse alternative perspectives | Identifies and comprehensively addresses multiple and diverse alternative perspectives |  |
| *Synthesis across Diverse Points of View* | No thesis or system is employed; tends to list ideas without synthesis; may reflect a bias or lack of understanding of the diverse points of view and their contexts. | Describes a vague thesis or system that is weak in connecting the diverse points of view; may misrepresent the diverse points of view; synthesis may reflect a bias or lack of understanding of the diverse points of view and their contexts. | Develops and describes a reasonable thesis or system to help the reader connect and understand the diverse points of view; mostly maintains the accuracy of the diverse points of view while describing the linkages between them; demonstrates understanding of the diverse points and their contexts. | Develops and describes a well thought out thesis or system to help the reader connect and understand the diverse points of view; maintains the accuracy of the diverse points of view while explaining the linkages between them; demonstrates fairness and an in-depth understanding of the diverse points of view and their contexts.  |  |
| *Problem-solving* | Identifies and makes beginning attempts to use relevant approaches for solving problems | Identifies and adequately uses relevant approaches for solving problems  | Identifies and cogently uses relevant and innovative approaches for solving problems | Identifies and imaginatively uses relevant and innovative approaches for solving problems  |  |