**GE Area A3: Outcome 1 Rubric**

Recognize, analyze, evaluate, and construct arguments in ordinary language.

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| Criteria: | 4 - Advanced | 3 - Proficient | 2 - Developing | 1- Incomplete |
| Recognize Argument | Clearly identifies thesis, if appropriate. Identifies main points, and key conclusion(s) that is/are part of a specific argument | Clearly identifies thesis, if appropriate. Identifies main points, and some conclusion(s) that is/are part of a specific argument | Does not clearly identify thesis if appropriate. Does not identify main points or does not identify any conclusion(s) that is/are part of a specific argument | Assignment is incomplete or inaccurate |
| Analyze Argument | The different elements of the argument are clearly identified and discussed in detail | The different elements of the argument are clearly identified | The different elements of the argument are NOT clearly identified | Assignment is incomplete or does not identify any specific elements of the argument accurately |
| Evaluate Argument | The strengths and weaknesses of the argument are identified and discussed and the effectiveness of the argument is mentioned or discussed | The strengths and weaknesses of the argument are identified and discussed | The strengths and weaknesses of the argument are neither not clearly and accurately identified or they are not discussed at all | The assignment is incomplete or the statements or examples are inaccurate |

**GE Area A3: Outcome 2 Rubric**

Distinguish between inductive and deductive reasoning.

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|  | 4-Advanced | 3-Proficient | 2- Developing | 1- Incomplete |
| Distinguish between inductive and deductive reasoning | Accurately identifies reasoning as inductive or deductive. Detailed explanation of why argument(s) is/are an example of either inductive or deductive reasoning | Accurately indicates whether argument is inductive or deductive. Explains clearly enough to be understood why argument(s) is/are inductive or deductive reasoning | Inaccurately indicates that argument is inductive or deductive reasoning OR the explanation of why the argument(s) is/are an inductive or deductive argument is not entirely clear or is inaccurate | Inaccurate or completely unclear indication of whether reasoning is inductive or deductive AND unclear or inaccurate explanation of why |

**GE Area A3: Outcome 3 Rubric**

Identify common fallacies of reasoning.

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|  | 4 - Advanced | 3 - Proficient | 2 - Developing | 1- Incomplete |
| Identify common fallacies of reasoning | Student has clearly identified nearly all examples of fallacies of reasoning in the multiple choice exam, essay, or other assignment and clearly understands the specific flaws in the argument(s) | Student has clearly identified many of the fallacies of reasoning in the multiple choice exam, essay, or other assignment and clearly understands most of the specific flaws in the argument(s) | Student has clearly identified some of the fallacies of reasoning in the multiple choice exam, essay, or other assignment, and clearly understands at least a few specific flaws in the argument(s) | Assignment is incomplete or student has NOT clearly identified the fallacies of reasoning in the multiple choice exam, essay, or other assignment |

**GE Area A3: Outcome 4 Rubric**

Analyze and evaluate the various types of evidence for various types of claims

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|  | 4 - Advanced | 3 - Proficient | 2 - Developing | 1- Incomplete |
| Analysis of evidence linked to specific claims | Student clearly, and in detail, indicates for nearly all major evidence whether or not it is directly related to the specific claim it is supposed to support | Student clearly indicates for some major evidence whether or not it is directly related to the specific claim it is supposed to support | Student does not indicate, for major evidence, whether or not it is directly related to the specific claim it is supposed to support | Assignment is incomplete or does not accurately indicate if major evidence is directly related to the claim it is supposed to support |
| Evaluate evidence linked to specific claims | Student clearly indicates for nearly all major evidence whether or not it is reliable and provides complex or detailed reasons explaining why the evidence is reliable. | Student clearly indicates for some major evidence if it is reliable and discusses in some detail why it is reliable | Student does not clearly indicate for major evidence whether or not is reliable and there is either an inaccurate or incomplete discussion of why evidence is reliable | Assignment is incomplete or does not accurately indicate if major evidence is reliable and there is no attempt to discuss why evidence is reliable |