

CRITICAL THINKING VALUE RUBRIC

For more information, please contact value@aacu.org

Milestones 2 and 3 are combined, with updated descriptors

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (or one) level performance.

| | Capstone 3 | Milestone 2 | Benchmark 1 |
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| Explanation of Issues ADDED DETAILS: Identify and clearly describe a media-related issue. Provide sufficient context to help the audience understand the significance of the issue and its implications in society. | Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. | The issue or problem to be considered is stated and described, though the clarity may vary; some descriptions provide sufficient detail to ensure understanding, while others leave terms undefined, boundaries undetermined, or background information lacking. | Issue/problem to be considered critically is stated without clarification or description. |
| Evidence ADDED DETAILS: Evaluate and integrate information from media sources to support your analysis. Highlight the reliability, credibility, and relevance of sources, and explain how the evidence contributes to understanding the issue. | Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. ADDED DETAILS: Information source(s) meet or exceed all requirements from syllabus. | Information is taken from source(s) with varying levels of interpretation and evaluation; in some cases, enough analysis is provided to develop a coherent synthesis and question expert viewpoints. ADDED DETAILS: Information source(s) meets some but not all requirements of syllabus. | Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question. ADDED DETAILS: Information source(s) do not comply with syllabus requirements. |
| Student's Position (perspective, thesis/hypothesis) ADDED DETAILS: Develop a clear position regarding the media-related issue. Consider multiple perspectives, addressing counterarguments and complexities, while using evidence to support your viewpoint. | Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis). | A specific position (perspective, thesis, or hypothesis) is presented with varying depth, ranging from acknowledging different sides of an issue to fully considering its complexities and integrating others' points of view within the position. | Specific position (perspective, thesis/hypothesis) is stated but is simplistic and obvious. |

Criteria descriptors are tailored to reflect learning objectives