

# ONU General Education Learning Outcome Rubric



## Critical and creative thinking:

Students are able to correctly identify the underlying problems or issues in both theoretical and practical realms, apply appropriate analytical and creative skills to develop feasible alternatives while considering multiple perspectives, and provide creative and logical situations.

### Section 1 of 3: Problem Identification

|  | Does Not Meet Expectations  | Developing  | Meets Expectations   | Proficient   |
|--|---|---|--|--|
| <b>Identifies key issue(s) and converts to a problem statement</b> | Does not show comprehension of the situation to be able to identify the key issue(s)    | Shows comprehension of the situation and correctly identifies some key issue(s) but does not articulate a reasonable problem statement  | Shows good comprehension of the situation and correctly identifies most key issue(s) and articulates reasonable problem statement(s)   | Comprehends situation to be able to identify key issue(s) and articulates valid problem statement(s)   |
| <b>Considers the situation from multiple perspectives</b>          | Does not consider the problem(s) from different perspectives to view it comprehensively | Brings out some of the perspectives applicable to the issue(s), but leaves out some aspects; hence, problem identification suffers from this bias/skew<br>Does not show the ability to combine these different perspectives to view the issue(s) more comprehensively | Considers the issue(s) using a few applicable alternate perspectives, but does not use this to “frame” the key issue(s) realistically/ originally<br>Shows evidence of combining some of the alternate perspectives to present well rounded issue(s) | Considers the issue(s) from multiple perspectives and uses this to “frame” the key issue(s) realistically/ originally<br>Is able to combine different perspectives and relate them to each other effectively to comprehend the issue(s) more comprehensively |

**Section 2 of 3: Research and Analysis**

|  |   |   |  |   |
|--|---|---|--|---|
| <b>Demonstrates ability to identify and evaluate information</b>         | No evidence of search, selection or source evaluation skills  | Demonstrates ability to search and select information sources, but evaluation of sources is not quite adequate  | Demonstrates adequate skills in searching, selecting and evaluating information sources to meet information needs  | Evidence of search, selection and source evaluation skills to meet information needs<br>Displays ability to identify uniquely salient sources   |
| <b>States plausible reasoning for position or actions described</b>      | Selects and applies data to situation or rejects it without any justification   | Applies some rudimentary reasoning in consideration and application of data to situations, which is often incorrect/ inadequate   | Spells out the reasoning applied in consideration and application of data to situations with few lapses in adequacy of data  | Spells out the reasoning applied in consideration and application of data to situations   |
| <b>Analyzes information using appropriate conceptual framework/tools</b> | Analysis is inappropriate, inadequate and superficial, at best<br>Does not explain which specific tools or methods are relevant to the issue(s) at hand | Uses some analytical tools/ methods<br>Analysis is minimal against the need and does not fully clarify the issues and facilitate decision-making<br>Does not clearly and explain which specific tools or methods are relevant to the issue(s) at hand | Analytical tools and methods employed are appropriate and about accurate, but not the most suitable ones, against the need<br>Analysis somewhat clarifies the issues and facilitates decision-making<br>Partly explains why specific tools or methods are relevant to the issue(s) at hand | Analytical tools and methods employed are appropriate and adequate for the need<br>Analysis clarifies the issues and facilitates decision-making<br>Explains why specific tools or methods are relevant to the issue(s) at hand |

**Section 3 of 3: Solution Development**

|   |   |   |  |  |
|---|---|---|--|--|
| <p><b>Displays ability to explore alternate options to the identified problem</b></p>         | <p>Does not come up with alternate feasible and original options</p>  | <p>Makes an effort to minimally explore alternate solutions but plays safe, does not risk uncertainty associated with original solutions</p>                          | <p>Explores alternate solutions to the problem but these are not very original, tends to play safe to an extent</p>                                    | <p>Explores and comes up with original, relevant alternate solutions to the problem</p>  |
| <p><b>Makes convincing arguments for recommended option, aligned to the given context</b></p> | <p>Fails to identify conclusions, implications, and consequences of the issue<br/>Doesn't propose solution to problem</p> | <p>Does not clearly identify conclusions, implications, and consequences of the issue<br/>Proposes solution to problem(s) without much investigation and analysis</p> | <p>Analyzes conclusions, implications, and some consequences of the issue<br/>Proposes solution to problem(s) with some investigation and analysis</p> | <p>Analyzes conclusions, implications, and the majority of consequences of the issue<br/>Proposes solution to problem(s) based on detailed analysis<br/>Justifies the recommended option and recognizes the implications</p> |