

## ADMISSIONS DEPARTMENT PROBATION COUNSELING CRITICAL THINKING RUBRIC

	<b>Advanced - 4</b>	<b>Competent - 3</b>	<b>Developing - 2</b>	<b>Elementary - 1</b>	<b>Score ____</b>
<b>Identify</b>	Clearly defines the probation/suspension system; identifies potential consequences for continued lack of academic success, including financial aid eligibility; identifies and accepts personal responsibility for academic status.	Demonstrates some awareness of probation/suspension status and consequences; accepts some personal responsibility for academic situation.	Demonstrates some awareness of poor grades but little or no awareness of probation/suspension system; does not fully identify cause(s) of situation or possible solutions; willing to think about personal responsibility.	Fails to identify any problem with grades; demonstrates no awareness of potential consequences; accepts little or no personal responsibility for status.	
<b>Gather</b>	Gathers all relevant information pertaining to academic status; utilizes Campus Cruiser to gather data; reflects upon personal responsibility.	Gathers some relevant information pertaining to academic status; demonstrates some ability to access Campus Cruiser resources.	Gathers inadequate information; describes some familiarity with resources in Campus Cruiser but has not demonstrated ability to access the information	Gathers no information regarding academic status or available resources.	
<b>Examine</b>	Analyzes information gathered; considers cause and effect relationships pertaining to academic status; identifies specific reasons for lack of academic success; reflects upon goals and personal responsibility.	Identifies some reasons for lack of academic success; considers goals and personal responsibility.	Realizes there are academic issues but is not able to clearly identify the causes; does not demonstrate grasp of realistic goals but is willing to discuss.	Has not examined reasons for lack of academic success; does not demonstrate acceptance of personal responsibility; is not willing to discuss more realistic goals.	
<b>Formulate</b>	Develops a comprehensive plan to improve academic status; reflects upon information gathered and examined to support decisions.	Suggests some specific strategies for improving academic status; still lacks a comprehensive plan.	Suggests some general ideas for improving academic status; however, is unable to identify specific strategies.	Unable to link past performance to academic status; has not considered any strategies for improvement of academic status	
<b>Apply</b>	Implements the comprehensive plan to improve academic status; follows through to successful completion.	Implements parts of the plan; performs some follow-up; demonstrates some improvement in GPA.	Implements a piece of the plan; attempts some follow-up; shows little or no improvement in GPA.	Does not follow through with implementation of the plan to improve academic status.	
<b>Evaluate</b>	Judges results objectively; accepts personal responsibility for success; reflects upon own thinking process and additional strategies for improvement.	Judges results but does not provide alternatives; justifies or rationalizes results; occasionally reflects upon personal responsibility.	Does not judge results objectively; justifies lack of follow-through; shows little reflection upon personal responsibility.	Fails to assess results; rationalizes; does not reflect upon thought process or personal responsibility	