

YTC CRITICAL THINKING RUBRIC

	Advanced - 4	Competent - 3	Developing - 2	Elementary - 1	Score ____
Identify	Student conveys clear understanding of reasons that he is in danger of losing his financial aid in relationship to academic progress.	Student has a clear understanding that academic progress has an effect on financial aid but cannot explain how this relates to his particular situation.	Student has a partial understanding that academic progress has an effect on financial aid, but cannot explain how this relates to his particular situation.	Student does not understand that academic progress has an effect on financial aid.	
Gather	Student demonstrates knowledge of components and policies used in determining eligibility as well as how to access.	Student knows the components and policies related to SAP. Does not know GPA and credits attempted/completed, but knows where to find them.	Does not understand SAP policy and its components, but knows GPA and credits attempted/completed or where to find them.	Student does not know the components or policies related to SAP. Does not know how to access GPA and credits attempted/completed.	
Examine	Student displays accurate interpretation of how he ended up on financial aid probation. Student can explain the intent behind the SAP policy.	Student displays accurate interpretation of how he ended up on financial aid probation, but cannot explain the intent behind the SAP policy.	Student understands that he is on probation because of his academic performance, but cannot articulate specific reasons. Cannot explain intent behind SAP policy.	Student does not understand why he is on probation. Cannot explain intent behind SAP policy.	
Formulate	Student devises a plan appropriate to her situation for regaining satisfactory status. Plan includes completing courses with C or better and how enrolling in more credits can help and how overloading can hurt.	Student devises a plan appropriate to her situation for regaining satisfactory status. Plan includes completing courses with C or better but does not articulate how the number of credits attempted plays a roll.	Student devises a plan for regaining satisfactory status, but there are serious flaws in the plan.	Student is unable to devise a plan for regaining satisfactory status.	
Apply	Student determines specific steps and timeframes for completion in order to initiate plan.	Student determines steps but not timeframe in order to initiate plan.	Student determines steps to implement plan but there are flaws in the steps and timeframe.	Student is unable to determine specific steps and timeframes for completion in order to initiate plan.	
Evaluate	Student is able to determine what a successful outcome would result in and what failure looks like.	Student is able to articulate what a successful outcome would be, but does not understand what failure looks like.	Student understands what failure looks like, but is unable to articulate what a successful outcome would be.	Student is unable to determine what a successful outcome would result in and what failure looks like.	

