

YTC CRITICAL THINKING RUBRIC – Applied to Writing Essays, English 100

	Advanced - 4	Competent – 3	Developing - 2	Elementary - 1	Score ____
Identify	Reads to identify 5-paragraph essay structure Identifies prompt Identifies appropriate working thesis	Reads to identify 5-paragraph essay structure. Identifies prompt Identifies working thesis	Reads to identify 5-paragraph essay structure but is unable to form appropriate thesis from prompt	Fails to identify 5-paragraph essay. Ignores prompt. Fails to identify thesis	
Gather	Develops substantial evidence to prove thesis and topic sentences of body paragraphs. Thinks and reflects on a broad scale by considering different perspectives.	Develops sufficient examples (evidence), most of which pertain directly to thesis and topic sentences. Considers some other perspectives.	Lists examples/details which may or may not pertain to thesis or which may be only tangentially related. Thinks narrowly.	Generates few or no examples or ideas to prove thesis or topic sentences because there is no thesis to direct thinking. Thinks superficially.	
Examine	Analyzes evidence for relevancy and sufficiency in relation to thesis. Sorts pertinent information. Identifies key relationships among ideas.	Identifies relationships between some key points. Determines most of the relevant and sufficient evidence.	Wanders from thesis. Recognizes some priorities. Sorts some relevant evidence.	Unable to recognize priorities or to sort information.	
Formulate	Creates logical outline clearly showing relationships among ideas.	Develops acceptable outline. Relates ideas.	Develops a marginal outline. Shows difficulty in relating ideas.	Fails to develop a <u>coherent</u> plan.	
Apply	Writes original and insightful essay. Demonstrates mastery of sentence structure, punctuation, grammar, and usage.	Writes adequately organized and developed essay. Demonstrates understanding of sentence structure, punctuation, grammar, and usage.	Writes marginal essay which shows early stages of an idea. Demonstrates <u>lack of</u> understanding sentence structure, punctuation, grammar, and/or usage.	Writes an essay riddled with structure, coherency, and grammar problems.	
Evaluate	Judges essay objectively using provided check sheet. Reflects on writing process and opportunities for improvement.	Judges essay using check sheet. Reflects on process. May reflect on opportunities for improvement.	May assess essay superficially using check sheet. Bias skews reasoning. Some reflection on essay and/or process.	Does not assess work in relation to check sheet. Fails to question. Does not reflect on product or process.	

YTC CRITICAL THINKING RUBRIC Applied to Student Analysis of Essays, English 100

	Advanced - 4	Competent – 3	Developing - 2	Elementary - 1	Score ____
Identify	Identifies and understands errors in both content and grammar. Sees relationship between markings and error analysis sheet.	Identifies and understands errors in both content and grammar. Generally sees relationship between markings and error sheet	Identifies and understands errors on essay somewhat. Sees limited relationship between markings and comments on essay to error analysis sheet	Fails to understand the majority of errors made. Sees no relationship of markings to error analysis sheet.	
Gather	Identifies and understands categories of errors	Identifies and generally understands categories of errors	Identifies and understands some categories of errors.	Fails to identify categories of errors.	
Examine	Analyzes number and types of all errors and sorts them by significance (most important to least important)	Analyzes number and types of errors and generally is able to sort according to significance.	Analyzes some types of errors but generally is unable to sort according to significance.	Fails to understand any distinction between errors both in number and type.	
Formulate	Creates strategies for correcting all errors	Creates strategies for correcting most errors.	Creates strategies for correcting limited number of errors.	Fails to develop strategies for correcting errors.	
Apply	Writes subsequent essay showing marked improvement by applying strategies for correcting errors	Writes subsequent essay showing improvement by applying strategies for correcting errors.	Writes subsequent essay showing marginal improvement	Writes subsequent essay showing no improvement in either content or grammar. In fact, makes no or minimal changes.	
Evaluate	Judges essay objectively using error analysis sheet. Reflects on writing process and opportunities for improvement.	Judges essay using error analysis sheet. Generally reflects on writing process and opportunities for improvement.	Judges essay superficially using error analysis sheet. Limited reflection on essay and/or process. Superficial reflection on opportunities for improvement.	Does not assess work in relation to error analysis sheet. Fails to question. Does not reflect on process or product	

YTC CRITICAL THINKING RUBRIC Applied to Thesis Statements, English 100

	Advanced - 4	Competent - 3	Developing - 2	Elementary – 1	Score ____
Identify	Identifies well written theses.	Identifies well written thesis.	Identifies theses but is unable to distinguish a good thesis from a bad thesis.	Does not identify well written theses.	
Gather	Gathers information to formulate thesis for essay as suggested in essay prompt.	Gathers adequate information as suggested in essay prompt.	Gathers information which may or may not pertain to thesis as dictated by prompt.	Fails to gather adequate information for essay prompt.	
Examine	Examines evidence for relevancy and sufficiency and identifies key relationships among ideas.	Examines evidence for relevancy and sufficiency and identifies most key relationships.	Fails to see relationships between key ideas.	Fails to examine evidence for relevancy.	
Formulate	Formulates sound, original thesis.	Formulates workable thesis.	Formulates thesis but is inadequate because of lack of understanding relationships among ideas.	Fails to formulate appropriate thesis.	
Apply	Writes essay developing content and organizing information as thesis dictates.	Writes essay developing content and organizing ideas as generally indicated by thesis.	Writes essay which shows only the early stages of an idea because thesis is inadequate.	Fails to write coherent essay because of inadequate thesis.	
Evaluate	Reflects on thesis and on opportunities for improvement.	Reflects on thesis and on opportunities for improvement.	Reflects superficially on thesis and on opportunities for improvement.	Does not reflect on thesis or opportunities for improvement.	