

YTC CRITICAL THINKING RUBRIC

RDG 101 – Terry Spisak

Goal: Demonstrate critical reading skills and reflection with selections presenting a range of difficulties.

Outcome: The student will be able to compare and contrast the ideas, theories, concepts or events presented by authors in several essays.

	Advanced - 4	Competent - 3	Developing - 2	Elementary - 1	Score ____
Identify	The student accurately identifies comparison and contrast as the organizational pattern that many authors use when developing the details in their essays.	The student many times identifies comparison and contrast as the organizational pattern that many authors use when developing the details in their essays.	The student sometimes identifies comparison and contrast as the organizational pattern that many authors use when developing the details in their essays.	The student cannot identify comparison and contrast as the organizational pattern that many authors use when developing the details in their essays.	
Gather	The student considers all the components of comparison and contrast including the similarities and differences within one essay or between two authors' essays. The student always uses Transition Words effectively when determining the organizational pattern used by the author.	The student considers many of the components of comparison and contrast including the similarities and differences within one essay or between two authors' essays. The student many times uses Transition Words effectively when determining the organizational pattern used by the author	The student considers the components of either comparison or contrast including similarities or differences within one essay or between two authors' essays. The student does not use Transition Words effectively when determining the organizational pattern used by the author.	The student does not consider the components of comparison or contrast including similarities or differences within one essay or between two authors' essays. The student does not use Transition Words effectively when determining the organizational pattern used by the author.	
Examine	The student examines the two essays by Milgram and Zimbardo to determine the similarities and difference in terms of experimental design, issues investigated, ethical issues raised and findings and conclusions.	The student examines the two essays by Milgram and Zimbardo and determines many of the similarities and differences in terms of experimental design, issues investigated, ethical issues raised and findings and conclusions.	The student examines the two essays by Milgram and Zimbardo and determines some of the similarities and differences in terms of experimental design, issues investigated, ethical issues raised and findings and conclusions.	The student examines the two essays by Milgram and Zimbardo, but cannot determine the similarities and differences in terms of experimental design, issues investigated, ethical issues raised and findings and conclusions.	
Formulate	The student decides that the two essays by Milgram and Zimbardo are similar in terms of the issues being investigated and the findings and conclusions. The differences between the two essays are in	The student decides that the two essays by Milgram and Zimbardo have several similarities and differences and can determine many of them, but not all of them.	The student decides that the two essays by Milgram and Zimbardo have similarities but cannot determine the differences between the two.	The student decides that the two essays by Milgram and Zimbardo do not have any similarities or differences that can be compared and contrasted.	

	the experimental design and ethical issues raised.				
Apply	The student applies the findings and conclusions of both essays to their impact on society as a whole and the person as an individual.	The student applies the findings and conclusions of one essay to its impact on society as a whole and the person as an individual.	The student applies the findings and conclusions of one essay to its impact on society as a whole or the person as an individual.	The student cannot apply the findings and conclusions of either essay as to its impact on society or the person as an individual	
Evaluate	The student judges the results of the two studies, recognizes any bias on the part of the authors, assesses if he/she is in agreement with findings and reflects on his/her own point of view.	The student judges the results of the two studies and assesses if he/she is in agreement with the findings.	The student judges the results of the two studies only.	The student cannot judge, recognize, assess or reflect the impact of the study included in both essays.	