

YTC CRITICAL THINKING RUBRIC to Assess Collaborative Writing Project in English 160

	Advanced - 4	Competent – 3	Developing - 2	Elementary - 1	Score ____
Identify	Group identifies purpose of group project and purpose of collaborative writing. Legitimately selects group leader. Individuals recognize importance of being part of team.	Group identifies purpose of group project and purpose of collaborative writing. Legitimately selects group leader. Individuals recognize importance of being part of team.	Group begins to identify purpose of project, but does not necessarily see purpose of collaborative writing. Individuals recognize only superficially the importance of being part of team. No leader.	Group fails to identify purpose of group project and collaborative writing because individuals fail to recognize importance of being part of team and completing project	
Gather	Group works as unit to solicit input/support from members to gather needed data. Individuals collect required evidence.	Group works to solicit input/support from members to gather needed data. Individuals collect most of required evidence.	By default one member becomes group leader to solicit input/support from members and/or to complete project. Individuals collect little required evidence.	Group fails to solicit input/support from members who collect only minimal evidence required because of lack of understanding.	
Examine	Group analyzes group's task in order to assign responsibilities appropriately. Individuals critically analyze their responsibilities as part of the team.	Group analyzes group's task in order to assign responsibilities appropriately. Individuals analyze their responsibilities as team members.	Default group leader analyzes group's task in order to assign responsibilities. Individuals analyze their responsibilities as team members superficially.	Fails to assign responsibilities appropriately because team members fail to analyze their responsibilities as a team member.	
Formulate	Group determines plan of action. Assigns individual responsibilities. Individuals work effectively within the group.	Group determines plan of action. Assigns individual responsibilities. Individuals work fairly effectively within the group.	Default group leader determines plan of action and assigns individual responsibilities. Due to lack of understanding of role, members do not work together effectively.	Fails to formulate logical, practical plan of action and thus does not assign appropriate individual responsibilities.	
Apply	Individuals complete assigned responsibilities. Group works to unify project to make it a cohesive and coherent whole.	Individuals complete assigned responsibilities. Group works to unify project to make it cohesive and coherent whole.	Individuals complete assigned responsibilities superficially. Group project is not a unified, cohesive, and coherent whole.	Individuals fail to complete assigned responsibilities. Group cannot unify project and make it cohesive and coherent whole.	
Evaluate	Group members assess individuals' participation within the group and the effectiveness of group project. Reflect on opportunities for improvement in next group project.	Group members assess individuals' participation within the group and the effectiveness of the project. May reflect on opportunities for improvement in next group project.	Group members assess individuals' participation and effectiveness of project superficially. Some reflection for improvement in next group project.	Group members do not assess individuals' participation within the group or effectiveness of project. No reflection for improvement.	

YTC CRITICAL THINKING RUBRIC Applied to English 160 Formal Report

	Advanced – 4	Competent – 3	Developing - 2	Elementary - 1	Score ____
Identify	Researches to identify an appropriate problem to be solved. Understands ramifications and significance of problem.	Researches to identify an appropriate problem to be solved. Understands ramifications and significance of problem somewhat.	Identifies a problem to be solved but has lacks true understanding of the significance or ramifications of it.	Identifies a problem to be solved, whether appropriate or not, but has no concept of significance or ramifications of it	
Gather	Researches to gather data to substantiate problem, documenting sources appropriately.	Researches to gather data to substantiate problem and documents sources appropriately for the most part	Researches minimally to verify that a problem exists.	Fails to verify that problem exists through necessary research.	
Examine	Analyzes data to decide which course of action would be better: proposing one solution or comparing two solutions.	Analyzes data to decide which course of action would be better: proposing one solution or comparing two solutions.	Analyzes data superficially and consequently decides on a course of action that may or may not be appropriate.	Fails to analyze data and consequently decides on inappropriate course of action.	
Formulate	Formulates 1 solution (proposal) or compares 2 solutions (recommendation report) to the problem.	Formulates 1 solution (proposal) or compares 2 solutions (recommendation report) to the problem.	Considers alternatives but does not formulate a strong solution or comparison of two solutions.	Fails to formulate logical, practical solution to the problem	
Apply	Writes proposal or recommendation report clearly articulating the solution or comparing two solutions. Documents sources appropriately.	Writes proposal or recommendation report articulating the solution or comparing two solutions. Documents sources appropriately for the most part	Writes the report but gives only superficial coverage to the solution or the comparison of two solutions. Does not document sources appropriately.	Writes report but fails to present material in any systematic or logical way so that the solution(s) can be understood. Fails to document sources.	
Evaluate	Judges report objectively using given rubric. Reflects on the research process and the writing process.	Judges report objectively using given rubric. May reflect on research and writing processes.	May assess report superficially using given rubric. Bias skews reasoning. Some reflection on process.	Does not judge report objectively using given rubric. Does not reflect on the research process and the writing process.	

YTC CRITICAL THINKING RUBRIC – Applied to Oral Presentations for English 160

	Advanced - 4	Competent – 3	Developing - 2	Elementary - 1	Score ___
Identify	Identifies oral report structure and factors involved in presenting the oral report. Identifies purpose and central ideas.	Identifies oral report structure and factors involved in presenting the oral report. Identifies purpose and central ideas.	Identifies oral report structure and factors involved in presenting the oral report somewhat. Identifies a purpose and central ideas which may be appropriate.	Fails to identify oral report structure and factors involved in present the report. Fails to identify appropriate purposes and central ideas.	
Gather	Develops substantial evidence to fulfill purpose and to build background of audience. Develops appropriate and effective visuals to use.	Develops evidence to fulfill purpose and to build background of audience. Develops fairly effective visuals to use.	Develops limited evidence to fulfill purpose and to build background of audience. Develops visuals to use which may or may not be effective or appropriate.	Generates few or no examples or ideas to fulfill purposes. Fails to construct a visual to use.	
Examine	Analyzes evidence for relevancy and sufficiency in relation to purpose and analyzes pertinent differences between written and oral reports.	Analyzes evidence generally for relevancy and sufficiency in relation to purpose and analyzes differences between written and oral reports	Analyzes evidence superficially for relevancy and sufficiency and understands differences between written and oral reports on superficially.	Unable to recognize priorities or to sort information. Fails to analyze differences between oral and written reports	
Formulate	Creates logical, organized outline. Rehearses to ensure spontaneous delivery and to ensure ease of delivery.	Creates logical, organized outline. Rehearses to ensure spontaneous delivery and to ensure ease of delivery.	Develops marginal outline. May or may not rehearse.	Fails to develop a <u>coherent</u> plan. Fails to rehearse.	
Apply	Presents effective extemporaneous oral report and communicates ideas clearly to audience.	Presents mostly effective extemporaneous oral report and communicates ideas generally clearly to audience.	Reads prepared oral report but does not communicate effectively with audience because of lack of ease in handling visual and moving from one part of report to another.	Reads the written formal report as the oral presentation failing to communicate clearly with the audience.	
Evaluate	Judges oral report objectively using provided rubric. Reflects on delivery and opportunities for improvement.	Judges oral report using rubric. Reflects on delivery. May reflect on opportunities for improvement.	May assess oral report superficially using rubric. Some reflection on delivery and/or process.	Does not assess oral report in relation to rubric Fails to question. Does not reflect on delivery or process.	