

YTC CRITICAL THINKING RUBRIC Instructor: Susan Sherlock Course: EGT 115 Semester Spring

	Advanced - 4	Competent - 3	Developing - 2	Elementary - 1	Score
Identify	The student can identify project needs and consider the feasibility in fulfilling them together with time and budget restraints.	The student may identify project needs and may consider time and budget restraints.	The student may not identify project needs or consider time and budget restraints.	The student cannot identify project needs and does not consider time and budget restraints.	
Gather	The student works efficiently in a team to brainstorm and generate possible project solutions using detailed notes and sketches.	The student may work efficiently with a team to brainstorm and generate possible project solutions. The student may use notes and sketches.	The student may not work efficiently with a team to generate possible project solutions and may not utilize notes and sketches where needed.	Student does not work efficiently with a team to generate possible project solutions or provide any notes or sketches.	
Examine	The student works in a team to select various features of the concepts generated in the Gathering stage and combines them into one or more promising solutions. The best solution is simplified and scrutinized for efficiency, manufacturability and safety.	The student may work in a team to select various features of concepts generated in the Gathering stage and combine them into one or more promising solutions. The best solution may be simplified and scrutinized for efficiency, manufacturability and safety.	The student may not work with the team or select various features of concept generated in the Gathering stage. The best solution may not be recognized. Efficiency, manufacturability and safety may be neglected.	The student does not work with the team to select various features of concept generated in the Gathering stage. The best solution is not recognized Efficiency, manufacturability and safety are neglected.	
Formulate	The student works in a team to construct a prototype that is tested and the project is modified where necessary for accuracy.	The student works in a team to construct a prototype that is tested and the project may be modified where necessary.	The student may not work with the team to construct a prototype that is tested however the project may not be modified as necessary.	The student does not work in a team to construct a prototype that is tested so the project cannot be modified where necessary.	
Apply	From the modified prototype the student works in a team to produce a complete set of detail and assembly drawings showing necessary views, materials, dimensions, notes and bill of materials.	From the modified prototype the student works in a team and may produce a set of detail and assembly drawings however, necessary views, materials, dimensions, notes and bill of materials may be incomplete.	From the modified prototype the student may not work with the team to produce an accurate set of detail and assembly drawings and may be missing necessary views, materials, dimensions, notes and bill of materials.	The student does not work with a team to produce an accurate set of detail and assembly drawings. Necessary views, materials, dimensions, notes and bill of materials are incomplete or missing.	
Evaluate	The student works in a team to build the product from the project drawings and compares the assembled product and drawings for accuracy.	The student works in a team to build the product from the project drawings and may compare the assembled product and drawings for accuracy.	The student may not work in a team to build the product from the project drawings or compare the assembled product and drawings for accuracy.	The student does not work in a team to build the product from the project drawings or compare the assembly and project drawings for accuracy.	