

### YTC CRITICAL THINKING RUBRIC

**CT Outcome: Student is able to effectively demonstrate the application of knowledge of interview techniques.**

	<b>Advanced - 4</b>	<b>Competent - 3</b>	<b>Developing - 2</b>	<b>Elementary- 1</b>	<b>Score ____</b>
<b>Identify</b>	Student is able to readily analyze open-ended questions and identify methods of interview (behavioral, structured or situational) is being conducted.	Student is generally able to analyze open-ended questions and identify methods of interview (behavioral, structured or situational) is being conducted. Some hesitation but assessment proves to be correct.	Student is somewhat limited on ability to analyze open-ended questions and identify methods of interview (behavioral, structured or situational) being conducted. Some applications of knowledge/assumptions related to the interview method are incorrect.	Student is unable to analyze open-ended questions to identify methods of interview (behavioral, structured or situational) being conducted. Inaccurate application or lack of knowledge for this interview method throughout.	
<b>Gather</b>	Student's behavior clearly demonstrates appropriate analysis of knowledge for this specific interview technique.	Student's behavior overall demonstrates appropriate analysis of knowledge for this specific interview technique. Some hesitation or doubt appears but minimal.	Student's behavior demonstrates limited analysis of knowledge for this specific interview technique. Significant hesitation or doubt appears in responses.	Student's behavior demonstrates ineffective analysis of knowledge for this specific interview technique.	
<b>Examine</b>	Student composes relevant and precise responses to questions. Considers all additional points of view, is open-minded in their responses.	Student composes relevant responses to questions. Considers additional points of view, is open-minded in their responses.	Student composes mostly well formed and relevant responses with some ideas not clearly expressed. Additional viewpoints are not offered but open-minded in responses when prompted.	Inappropriate or absent responses abound.	
<b>Formulate</b>	Student is able to assemble compelling and comprehensive evidence to validate their work and educational credentials. Multiple examples provided.	Student is able to assemble appropriate evidence to validate their work and educational credentials.	Student assembles elements of work or educational credentials, However, some examples are not in direct support or relevance to this activity.	Student unable to assemble or articulate evidence of related work or educational credentials.	
<b>Apply</b>	Student is able to clearly and effectively display, defend and support their responses to specific situations, previous experiences, or lines of questioning with well constructed examples. (supplies pertinent facts and uses effective communication skills).	Student is able to competently display, defend and support their responses to specific situations, previous experiences, or lines of questioning. (supplies pertinent facts and uses effective communication skills). Limiting examples provided.	Student is somewhat able to display, defend and support their responses to specific situations, previous experiences, or lines of questioning. (supplies limited facts. uses appropriate yet limited communication skills). Specific examples omitted or offered only with prompting.	Student is unable to display, defend or support their responses with pertinent facts. No examples can be produced even with prompting. Communication is ineffective.	

<p><b>Evaluate</b></p>	<p>Student can provide thoughtful and insightful reflection upon their responses. Considers strengths and weaknesses and accurately and completely identifies opportunities for improvement.</p>	<p>Student can provide competent and accurate reflection upon their responses. Considers strengths and weaknesses and identifies opportunities for improvement. Some opportunities missed.</p>	<p>Student provides some evidence of reflection upon their responses. Considers strengths and weaknesses once prompted. Demonstrates limited evidence of their ability to identify opportunities for improvement.</p>	<p>Student cannot provide any real reflection upon their performance or results. Cannot identify strengths, weaknesses, or missed opportunities.</p>	
------------------------	--	--	---	--	--