LINDENWOOD

ANALYTICAL THINKER RUBRIC

Definition
Graduates use data and evidence to form judgments about complex situations.
Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	Milestones		Benchmark	0
	4	3	2	1	
Explanation of situation	Situation to be considered analytically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Situation to be considered analytically is stated, described and clarified so that understanding is not seriously impeded by omissions.	Situation to be considered analytically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or background unknown.	Situation to be considered analytically is stated without clarification or description.	Situation is not evident.
Evidence Selecting and using information to investigate a point of view or conclusion	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. When appropriate, viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. When appropriate, viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation but not enough to develop a coherent analysis or synthesis. When appropriate, viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. When appropriate, viewpoints of experts are taken as fact, without question.	Information from sources is not presented.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of context when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Lacks awareness of assumptions.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is comprehensive taking into account the complexities of a situation Limits of position (perspective, thesis/hypothesis) are acknowledged When appropriate, others' points of	Specific position (perspective, thesis/hypothesis) takes into account the complexities of a situation When appropriate, others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of a situation.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	Specific position is not stated.

	view are synthesized within position (perspective, thesis/hypothesis).				
Conclusions	Conclusion is logical and reflect ability to place evidence and perspectives if appropriate for the assignment, discussed in priority order	Conclusion is logically tied to a range of evidence and perspectives including opposing viewpoints if appropriate for the assignment.	Conclusion is logically tied to evidence and perspectives because information is chosen to fit the desired conclusion.	Conclusion is inconsistently tied to some of the evidence and perspectives discussed	Conclusion is not present or lacks alignment.

Revised 5/10/22