CORE Quality Thinkers & Problem Solvers Assessment Rubric

MSU Graduates are Thinkers and Problem Solvers

Graduates reason using relevant evidence gathered through scholarly, disciplinary and interdisciplinary methods. They analyze, construct, or critique arguments taking into consideration premises, assumptions, contexts, and conclusions. Graduates will apply information literacy; the ability to skillfully consume (i.e. find, evaluate, and use) and meaningfully create information. They successfully anticipate counterarguments, but can respectfully consider, accommodate or incorporate opposing views as appropriate. Graduates independently, or collaboratively, demonstrate ethical, creative and innovative approaches to asking and answering questions, defining problems and identifying solutions, and creating knowledge or art.

Student work from the CS, Q, IA, IH, IN, IS, and US core perspectives are required to incorporate Thinking & Problem Solving into their course and assignments. The Core Curriculum Committee will request student work that has been designed to meet specific criteria for program assessment using a 3-Point Rubric determining whether work is Proficient, Developing, or Beginning.

Courses integrating the Thinkers and Problem Solvers learning objective are encouraged to address all criteria but must address a minimum of 7 of the 10 criteria and design assignments that can be collected to demonstrate the following:

Criteria	Proficient	Developing	Beginning	Check if not applicable to this assignment
Synthesis of Information	Successful synthesis of relevant evidence gathered in a manner appropriate for the assignment expectations	Some synthesis of evidence consistent with assignment expectations	Minimal or lacks synthesis of evidence	☐
Creation of Meaningful Information	Successful creation of meaningful information building on the evidence provided	Some creation of meaningful information consistent with the evidence provided	Lacks the development of meaningful information or information is inconsistent with the evidence provided	☐
Evaluation of Evidence	Appropriate evaluation of evidence	Some indication of evaluation of evidence	Lack of evaluation of evidence	☐
Source Citation	Appropriate sources and citation for the assignment expectations	Sources are cited and most seem appropriate for the assignment	The source or the majority of sources are not cited	☐
Assumptions	Assumptions, contexts, or premises are clearly acknowledged	Assumptions, contexts or premises are alluded to	Assumptions, context or premises are not acknowledged	☐
Analysis	Analysis and construction or critique of an argument or data is present, and conclusions follow clearly	Some analysis and construction or critique of an argument is present, but conclusions do not follow logically from the analysis or critique	Little analysis and no clear conclusions	☐
Critique of Counter Argument	Respectfully address (consider, accommodate or incorporate) counterarguments or limitations of argument	Mention the existence of counterarguments or limitations of argument but do not address them specifically	No acknowledgement of counterarguments or limitations of argument	☐
Asking and Answering Questions	Demonstration of creative or innovative approaches to asking AND answering questions	Some evidence of creative or innovative approaches to either asking OR answering questions	Lack of evidence of creative or innovative approaches to asking or answering questions	☐
Defining Problems and Identifying Solutions	Problems defined or solutions proposed demonstrate innovative and original approach	Problems defined or solutions offered are well developed but may be limited in scope	Lack of evidence of understanding of problems or solutions	☐
Demonstrates Creation of Knowledge or Art	Demonstration of creating knowledge or art in a creative and/or innovative way	Some evidence of creativity or innovation but may be limited in scope.	Lack of evidence of creativity or innovation	☐

Feedback on these rubrics and potential assignments to the Core Curriculum Committee is appreciated for continuous improvement of this assessment process.