

---

University of Arkansas, Fort Smith General Education Rubrics  
Analytical Skills

<http://www.uafortsmith.edu/Learning/AnalyticalSkills>

---

**Definition**

Analytical / critical thinking skills include the ability to identify a concept or problem, to dissect or isolate its components, to organize information for decision making, to establish criteria for evaluation, and to draw appropriate conclusions.

**Rationale**

Analytical / critical thinking skills are vital for successful problem solving.

**Overarching Outcome**

The student will use analytical / critical thinking skills to draw conclusions and/or solve problems.

---

**Student Behavior One**

The student will identify the concept or problem with its various components.

**Levels of Behavior One:**

1. **Exemplary Behavior**
    - Formulate (through writing or illustration) a clear description of the problem or concept and specify its major components to be examined.
  2. **Accomplished Behavior**
    - Describe (or sketch out) the problem and its components.
  3. **Developing Behavior**
    - List or recognize a variety of components related to the concept or problem.
  4. **Beginning Behavior**
    - Recognize that there is a problem or concept that needs to be solved.
- 

**Student Behavior Two**

The student will research, organize, and prioritize information.

**Levels of Behavior Two:**

1. **Exemplary Behavior**
    - Select and prioritize information appropriate to solving the problem or concept.
  2. **Accomplished Behavior**
    - Examine, categorize, and organize research information.
  3. **Developing Behavior**
    - Gather research information.
  4. **Beginning Behavior**
    - List areas to be researched.
- 

**Student Behavior Three**

The student will establish criteria and propose solutions.

1. **Exemplary Behavior**
  - Construct several proposed solutions consistent with the proposed criteria.
2. **Accomplished Behavior**

### Intentional Learning Scoring Rubric\*

Learning Outcome	Below Basic BB	Basic B	Proficient P	Advanced A
<b>Self-Aware and Self-Directed</b>				
1. Articulate their reasons for study within the context of a liberal arts education	Does not provide reasons for study or provides irrelevant or inappropriate reasons for study within a context of liberal arts education.	Provides one or more valid reasons that focus on positive impact on <u>one</u> of the following broad areas: the student's personal, professional, or civic life.	Provides valid reasons that focus on positive impact on at least <u>two</u> of the following broad areas: the student's personal, professional, and civic life.	Discusses a variety of valid reasons that focus on positive impact on <u>all</u> of the following broad areas: the student's personal, professional, and civic life.
2. Describe, evaluate, and improve their own learning processes	Does not address all three aspects of this outcome (describe, evaluate, and improve) or focuses only on memorization of isolated facts.	Identifies more than one learning strategy and goes beyond memorization of isolated facts, but concentrates on learning within specific courses and/or provides minimal discussion related to evaluation and improvement.	Identifies a variety of learning strategies and when they are most effective. Describes strategies for improving learning. The response goes beyond specific courses, suggesting awareness that learning is a life-long activity and/or that learning involves making connections across contexts.	Response has all the characteristics indicating proficiency, plus demonstrates sophisticated development of learning skills that are broadly applicable in and out of the classroom <u>and</u> that involve making connections across contexts, such as connecting academic learning to personal or professional experiences.
3. Develop plans for pursuing learning goals	Does not provide a plan to pursue learning goals or describes a plan that focuses on memorization of isolated facts.	Provides a plan that goes beyond memorization of isolated facts, but the plan lacks sufficient detail to make effective learning likely.	Provides a plan that is likely to result in effective learning. The plan addresses at least <u>one</u> major issue, such as: <ul style="list-style-type: none"> <li>• time management</li> <li>• use of learning skills refined through personal experience</li> <li>• need to monitor learning and possibly adapt the plan</li> <li>• need to make connections across contexts</li> </ul>	Provides a plan that is likely to result in effective learning, as well as sophisticated discussion of at least <u>two</u> major issues, such as: <ul style="list-style-type: none"> <li>• time management</li> <li>• use of learning skills refined through personal experience</li> <li>• need to monitor learning and possibly adapt the plan</li> <li>• need to make connections across contexts</li> </ul>
4. Set, pursue, and reflect upon their learning goals	Does not address all three aspects of this outcome:	Addresses setting, pursuing, and reflecting on learning	Addresses setting, pursuing, and reflecting on learning goals in sufficient detail to	Addresses setting, pursuing, and reflecting on important

	setting, pursuing, and reflecting on learning goals.	goals, but the response suggests need for external support from family members, friends, teachers, or others to initiate and/or complete at least one of these processes.	suggest self-reliant learning.	learning goals and indicates routine, on-going reflection and flexibility in revising short- and long-term goals and/or learning strategies.
<b>Multiple Perspectives</b>				
5. Identify diverse or conflicting concepts, viewpoints, and/or priorities  (revised May 2008)	Does not identify diverse or conflicting concepts, viewpoints, or priorities or identifies conflicts that are irrelevant to the situation being addressed.	Identifies at least two diverse or conflicting concepts, viewpoints, or priorities in the situation being addressed, but does not elaborate in sufficient detail to demonstrate clear understanding and/or does not identify obvious conflicts.	Identifies major diverse or conflicting concepts, viewpoints, or priorities present in the situation being addressed.	Identifies major diverse or conflicting concepts, viewpoints, or priorities present in the situation being addressed, as well as subtle nuances and complexities.
6. Articulate the value of considering multiple perspectives	Does not articulate the value of considering multiple perspectives.	Recognizes that others' opinions and viewpoints have value, but shows lack of discrimination or analysis, as if all perspectives are always equally valid or as if one's own perspective is always superior.	Demonstrates the value of multiple perspectives and recognizes that one's own perspective is not always superior and that all perspectives may not be equally valid.	Response has all the characteristics indicating proficiency, plus explores the processes of evaluating conflicting perspectives and/or demonstrates a commitment to seek out dissenting viewpoints.
7. Examine phenomena from multiple viewpoints.  (revised May 2008)	Considers the phenomenon from one perspective or consistently favors a single perspective	Examines at least two perspectives.	Examines multiple perspectives and identifies some relevant commonalities and conflicts.	Examines the phenomenon from multiple viewpoints and explores subtle nuances and complexities among the viewpoints and/or provides sophisticated discussion evaluating their relative merit.
<b>Make Connections</b>				
8. See connections in seemingly disparate information	Does not identify connections or focuses on invalid connections.	Identifies valid connections, but tends to focus on the obvious, such as connecting related disciplines.	Identifies valid connections that go beyond the obvious.	Identifies valid connections that are subtle, sophisticated, and/or creative and discusses insights or implications based on these observations.
9. Recognize links among topics and concepts presented in different	Does not identify links or identifies invalid links among topics and	Identifies valid links among topics and concepts in different courses, but tends to	Identifies valid links among topics and concepts presented in different courses, goes beyond the obvious, and	Identifies valid links that are subtle, sophisticated, and/or creative and discusses

courses	concepts presented in different courses.	focus on the obvious or does not fully explain the nature of the links.	explains the nature of the links.	insights or implications associated with the links.
10. Synthesizes disparate facts, theories, and concepts	Does not synthesize disparate facts, theories, and concepts or provides an invalid synthesis.	Provides a valid synthesis, but does not explicitly address major relevant aspects of the disparate information.	Provides a valid synthesis that explicitly addresses major aspects of the disparate information.	Provides a valid synthesis that explicitly identifies sophisticated or creative connections involving subtle nuances and complexities in the disparate information.
11. Work within a context of diverse and conflicting concepts, viewpoints, and/or priorities (revised May 2008)	Does not propose a strategy, or proposes irrelevant or unreasonable strategy(ies) for this situation.	Proposes simplistic or undeveloped strategy(ies) for working within this situation.	Describes reasonable strategy(ies) for working within this situation.	Describes creative, sophisticated strategy(ies) for working within this situation.
<b>Apply Skills and Knowledge to Different Contexts</b>				
12. Adapt what is learned in one situation to problems encountered in another	Does not adapt what is learned in one situation to problems in another situation or describes an invalid adaptation.	Describes a valid adaptation, but the solution relies on concrete similarities between the two contexts.	Describes a valid adaptation that goes beyond concrete similarity between the two contexts.	Describes a creative and/or sophisticated adaptation that has the potential for developing more effective solutions or new insights about the problem being addressed.
13. Connect intellectual study to personal life	Does not connect intellectual study to personal life or describes invalid connections.	Describes valid connections between intellectual study and personal life, but the connections rely on concrete similarities between the two contexts.	Describes valid connections between intellectual study and personal life that go beyond concrete similarity between the two contexts.	Describes creative and/or sophisticated connections between intellectual study and personal life that lead to new insights or behaviors.
14. Draw on a wide range of knowledge to make decisions	Does not present a decision, does not provide the rationale for a decision, or relies on one line of information to make a decision.	Makes a decision based on a narrow range of knowledge, perhaps applying ideas from a single course or discipline or from closely-connected disciplines.	Makes a reasonable decision based on more than a narrow range of knowledge.	Makes a creative or particularly effective decision based on sophisticated integration of ideas from a wide range of knowledge.

\*Developed with support from a Teagle Foundation grant. Retrieved January 4, 2008 from *Report on First Year* at <http://www.roanoke.edu/teagle>. Updates added in May 2008 during Teagle project meeting.