

EKU GENERAL EDUCATION SCORING GUIDE FOR CRITICAL & CREATIVE THINKING
For Assessment of the GE PROGRAM
 Revised January 2007*

| Criteria | 4-Accomplished | 3-Competent | 2-Developing | 1-Beginning | N/A |
|-----------------------------|---|--|--|---|------------|
| Comprehension | Clearly identifies the main issues/concepts/problems as well as subsidiary and implicit aspects | Identifies the main issues/concepts/problems and some of the subsidiary or implicit aspects | Identifies some of the main issues/concepts/problems and none of the subsidiary or implicit aspects | Fails to identify main issues/concepts/problems | |
| Application | Applies relevant concepts/theories creatively in different contexts | Applies relevant concepts/theories in different contexts | Applies relevant concepts/theories in different contexts, but in an incomplete or superficial manner | Fails to apply relevant concepts/theories in different contexts | |
| Analysis | Breaks down material into <u>all</u> constituent parts & <u>clearly</u> explains relationships of the parts & the way they are organized. | Breaks down material into <u>most</u> of its constituent parts & <u>adequately</u> explains relationships of the parts & the way they are organized. | Breaks down material into <u>some</u> of its constituent parts & explains <u>some</u> relationships of the parts & the way they are organized, <u>but makes some critical errors and/or omissions.</u> | Fails to adequately break down material into its constituent parts or adequately explain relationships of the parts & the way they are organized. | |
| Identification of Evidence | Retrieves, organizes, and assesses sufficient and relevant information or evidence | Retrieves and organizes sufficient and relevant information or evidence | Retrieves some relevant information or evidence | Fails to retrieve relevant information or evidence | |
| Recognition of Perspectives | Addresses multiple perspectives including diverse perspectives drawn from outside sources | Appropriately addresses multiple perspectives, but omits at least one important perspective | Acknowledges that other perspectives exist, but fails to adequately present the case for these perspectives | Deals only with a single perspective and fails to discuss other possible perspectives, especially those salient to the issue | |

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|--------------------------------------|---|--|--|---|------------|
| Synthesis | Fully synthesizes relevant information, meaningful concepts, and important principles in a creative manner | Synthesizes relevant information, meaningful concepts, and important principles | Synthesizes some relevant information, meaningful concepts, and important principles | Fails to synthesize relevant information, meaningful concepts, and important principles | |
| Interpretation and Evaluation | Establishes a conclusive position, interpretation, or assessment through the development of a cogent line of reasoning; fully discusses implications and consequences | Establishes a conclusive position, interpretation, or assessment with some justification; identifies implications and consequences | Asserts a position, interpretation, or assessment but fails to provide adequate justification; limited identification of implications and consequences | Fails to establish any recognizable conclusion | |

*Revision: (1) Application & Analysis separated. New Analysis row added.

(2) Identification of Evidence & Recognition of Perspectives made sub-categories of Analysis criterion.