

Common Goal 1: Stuart graduates will employ critical thinking to make effective decisions.

Objective: Students will identify, analyze, and evaluate arguments

Rubric Statement: Students will identify, analyze, and evaluate arguments as they occur in their own and others' work.

Construct	Exceeds Expectations (2 points)	Meets Expectations (1 point)	Does Not Meet Expectations (0 points)	Score
Identifies argument(s)	Identifies the target argument(s) and clearly distinguishes it from any extraneous elements such as expressions of opinion and descriptions of events.	Identifies the target argument(s).	Does not isolate the argument(s) from extraneous elements in the text such as expressions of opinion and descriptions of events.	
Articulates argument's conclusion	Carefully articulates the argument's conclusion, clearly distinguishes it from its premises and identifies most relevant definitions and/or hidden assumptions.	Distinguishes the argument's conclusion from its premises and some effort is made to identify relevant definitions and/or hidden assumptions.	Does not identify the argument's conclusions or distinguish it sufficiently from the premise and little or no effort is made to identify relevant definitions or hidden assumptions.	
Assesses logic of argument	Clearly and correctly assesses whether the argument's premises provide sufficient logical support for the conclusion, independently of whether the premises are true.	Attempts to assess whether the argument's premises provide sufficient logical support for the conclusion, independently of whether the premises are true.	Does not address whether the argument's premises provide sufficient logical support for the conclusion, independently of the truth of the conclusion.	
Assesses reasonableness of the argument	Clearly and correctly assesses the reasonableness of the premises, including the credibility of their sources (e.g., observation, testimony, measurement, experiment, etc.), independently of whether the premises support the conclusion.	Correctly assesses the reasonableness of the premises, including the credibility of their sources, independently of whether they support the conclusion.	Does not consider whether the premises are reasonable to believe, independently of whether they support the conclusion or else no effort is made to evaluate the credibility of the premises' sources.	

Objective: Students will develop well-reasoned arguments.

Rubric Statement: Students will develop well-reasoned arguments supported by evidence.

Construct	Exceeds Expectations (2 points)	Meets Expectations (1 point)	Does Not Meet Expectations (0 points)	Score
Develops clear argument supported by evidence	Develops a clearly articulated argument, using evidence and/or systematic logical reasoning in support of a conclusion or point of view.	Presents argument using evidence and/or logical reasoning in support of a point of view.	Does not clearly state a conclusion or point of view or else little or no supporting reasoning or evidence is presented.	
Identifies and prioritizes evidence for argument	Identifies relevant qualifications or objections or alternative points of view and prioritizes evidence and/or reasons in support of the conclusion.	Identifies some qualifications or objections or alternative points of view.	Makes little or no attempt to recognize or respond to objections or alternative points of view.	
Provides context for argument	Describes the broader relevance, significance or context of the issue and/or applies the reasoning to a novel problem.	Describes the broader relevance, significance or context and/or applies the reasoning to a novel problem.	Makes little or no attempt to describe the broader relevance or significance or to apply the reasoning to a novel problem.	

Common Goal 2: Stuart students will be effective communicators.

Objective: Stuart graduate students will prepare documents in text-based media that are clear, accurate, and appropriate for the intended audience.

Construct	Exceeds Expectations (2 points)	Meets Expectations (1 point)	Does Not Meet Expectations (0 points)	Score
Purpose	The purpose of the writing is clear to the intended reader.	The purpose of the writing is usually clear to the intended reader.	The purpose of the writing is not clear to the intended reader.	
Development of Ideas	All ideas are supported with effective examples.	Most ideas are supported with effective examples.	Few ideas are supported with effective examples.	
Logic	Reasoning is consistently sound.	Reasoning is usually sound.	Reasoning is rarely sound.	
Organization	All ideas are organized in a coherent manner.	Most ideas are organized in a coherent manner.	Few ideas are organized in a coherent manner.	
Grammar	Uses sentence structures that are consistently appropriate for formal communication.	Uses sentence structures that are usually appropriate for formal communication.	Uses sentence structures that are inappropriate for formal communication.	
Spelling	Writing is essentially free of spelling errors.	Writing contains minor spelling errors.	Writing contains frequent spelling errors.	

Objective: Stuart graduate students will prepare and deliver oral presentations that are well structured, technically competent, and make good use of aids.

Construct	Exceeds Expectations (2 points)	Meets Expectations (1 point)	Does Not Meet Expectations (0 points)	Score
Purpose	The purpose of the presentation is clear to the intended listener.	The purpose of the presentation is usually clear to the intended listener.	The purpose of the presentation is not clear to the intended listener.	
Organization	Oral presentation is well structured.	Oral presentation has a logical structure.	Oral presentation lacks a logical structure.	
Conclusions	Reasonable conclusions are made.	Reasonable conclusions are attempted.	Reasonable conclusions are not made.	
Assignment Requirements	Exceeds assignment requirements.	Meets assignment requirements.	Does not meet assignment requirements.	
Verbal Delivery	Demonstrates excellent voice, tone and pace.	Usually demonstrates appropriate voice, tone and pace.	Does not demonstrate appropriate voice, tone and pace.	
Non-Verbal Delivery	Demonstrates excellent body language, including eye contact.	Usually demonstrates appropriate body language, including eye contact.	Does not demonstrate appropriate body language, including eye contact.	
Use of Media	Appropriate/professional visual aids are always used.	Appropriate/professional visual aids are usually used.	Inappropriate/unprofessional visual aids are used.	
Response to Questions (if applicable)	Questions are answered and supported effectively.	Questions are answered effectively.	Questions are not answered effectively.	