

Rubric: EXAMPLE

<i>LEARNING OUTCOMES</i>	Exemplary	Proficient	Marginal	Unacceptable
Students will demonstrate in-depth knowledge and understanding of content material within the course discipline.	Clear indication of higher order thinking demonstrating mastery of the material.	Some indication of higher order thinking demonstrating mastery of the material.	Some placement of ideas in appropriate disciplinary context. Limited evidence of higher order thinking.	Limited or no evidence of higher order thinking with confused demonstration of understanding of the material.
Students will demonstrate ability to formulate and test good scientific hypotheses.	Formulates elegant and easy to test hypotheses with no confounding variables. Applies appropriate methodologies.	Formulates hypotheses that are testable but lack some clarity or contain some confounding variables. Usually applies appropriate methodologies.	Formulates non-testable hypotheses but contain elements indicative of some understanding of the importance of elegance/clarity in hypothesis creation. Designs weak experiments.	Formulates non-testable hypotheses and provides no indication of an understanding of the importance of elegance/clarity in hypothesis formation. Consistently designs poor experiments.
Students will analyze and interpret data using discipline-specific tools.	Consistently identifies and correctly applies appropriate quantitative/qualitative methodologies.	Typically identifies and usually applies appropriate quantitative/qualitative methodologies.	Inconsistently identifies and irregularly applies appropriate quantitative/qualitative methodologies.	Fails to identify or apply appropriate quantitative/qualitative methodologies.
Students will interpret knowledge in meaningful and appropriate ways as they draw conclusions about the significance of scientific data.	Draws logical conclusions that follow from data in a manner indicating clear understanding of significance.	Conclusions are generally solid, but may lack some clarity or consistency with data.	Extrapolates beyond the data creating nonviable interpretations of data at hand.	Draws incorrect conclusions and misunderstandings the significance of data/findings.