**GE Goal 2.  Identify clear, logical, and creative arguments. Students will be able to:**

Outcome 2.2  Deliberate with others and present arguments clearly, logically, and creatively.

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|  | Initial 1 | Emerging 2 | Developing 3 | Highly Developed 4 |
| Deliberate with others  (from Teamwork VALUE rubric) | Shares ideas but does not advance the work of the group. | Offers new suggestions to advance the work of the group. | Offers alterative solutions or courses of action that build on the ideas of others. | Helps the team move forward in deliberations by articulating the merits of alternative ideas or proposals. |
| Explanation of issue(s)  (adapted from Critical thinking VALUE rubric) | Issue/problem to be considered critically is stated without clarification or description. | Issue(s)/problem(s) to be considered critically stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown. | Issue(s)/problem(s) to be considered critically stated, described, and clarified so that understanding is not seriously impeded by omissions. | Issue(s)/problem(s) to be considered critically stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. |
| Arguments  (adapted from Creative Thinking VALUE rubric) | Only considers a single approach to making an argument, or reformulates a collection of existing ideas. | Considers and rejects less effective arguments. Experiments with creating a novel or unique idea, question, format, product, or synthesis. | Having selected from among alternatives, develops a logical, consistent argument.  Creates a novel or unique idea, question, format, product, or synthesis. | Not only develops a logical, consistent argument, but recognizes implications and can articulate reasons for choices made.  Extends a novel or unique idea, question, format, product, or synthesis to create new knowledge or knowledge that crosses boundaries. |

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