

Rubric Title:

GSLO: Computation

Mapped standards:

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**Rubric Structure**

Elements	Exemplary Proficiency	Marginal Proficiency	Emerging Proficiency	Lacks Demonstrated Proficiency
	4 Points	3 Points	2 Points	1 Point
<b>Application / Analysis: Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</b>	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
	4 Points	3 Points	2 Points	1 Point
<b>Communication: Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)</b>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
	4 Points	3 Points	2 Points	1 Point

<p><b>Connections to Discipline: Sees (makes) connections across disciplines. perspectives</b></p>	<p>Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.</p>	<p>Independently connects examples, facts, or theories from more than one field of study or perspective</p>	<p>When prompted, connects examples, facts, or theories from more than one field of study or perspective.</p>	<p>When prompted, presents examples, facts, or theories from more than one field of study or perspective.</p>
	<p>4 Points</p>	<p>3 Points</p>	<p>2 Points</p>	<p>1 Point</p>
<p><b>Transfer: Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</b></p>	<p>Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.</p>	<p>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.</p>	<p>Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.</p>	<p>Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.</p>
	<p>4 Points</p>	<p>3 Points</p>	<p>2 Points</p>	<p>1 Point</p>
<p><b>Define Problem</b></p>	<p>Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors</p>	<p>Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.</p>	<p>Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial</p>	<p>Demonstrates a limited ability in identifying a problem statement or related contextual factors.</p>
	<p>4 Points</p>	<p>3 Points</p>	<p>2 Points</p>	<p>1 Point</p>

<p><b>Propose Solutions/Hypotheses</b></p>	<p>Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem. Proposes one or more solutions/ hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.</p>	<p>Proposes one or more solutions/ hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.</p>	<p>Proposes one solution/hypothesis that is “off the shelf ” rather than individually designed to address the specific contextual factors of the problem.</p>	<p>Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.</p>
	<p>4 Points</p>	<p>3 Points</p>	<p>2 Points</p>	<p>1 Point</p>
<p><b>Implement Solution</b></p>	<p>Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.</p>	<p>Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.</p>	<p>Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.</p>	<p>Implements the solution in a manner that does not directly address the problem statement.</p>