

**Appendix B**

**CCNY General Education Combined Writing & Critical Thinking Rubric**

Learning Outcome	Beginning (1)	Developing (2)	Competent (3)	Accomplished (4)
<b>Thesis</b>	-Either lacks a thesis or has a thesis that is too vague or self-evident to be effectively developed -Thesis either fails to relate to or only marginally relates to topic sentences of body paragraphs	-Has a thesis, but thesis needs greater focus and clarity -Thesis relates to some but not all topic sentences of body paragraphs	-Has a clear thesis -Thesis relates to all topic sentences of body paragraphs -Topic sentences of body paragraphs develop thesis	-Has a sophisticated thesis that acknowledges competing viewpoints -Topic sentences of body paragraphs develop complexity of thesis
<b>Structure and Organization</b>	-Lacks a clear introduction -Progression of thought within paragraphs is unclear -Progression of thought from paragraph to paragraph is unclear -Lacks a clear conclusion	-Has an introduction, but needs revision -Progression of thought within paragraphs is clear, but progression of thought between paragraphs is unclear -Has a conclusion, but needs revision	-Has a clear introduction -Progression of thought both within and between paragraphs is clear -Has a clear conclusion	-Has a compelling introduction -Has a clear organizing strategy that provides clarity throughout the essay -Has a compelling conclusion
<b>Evidence and Development</b>	-Has little or insufficient evidence, or has omissions of significant evidence -Connections between evidence and thesis are weak or missing -Limited use of specific examples to develop thesis -Not all body paragraphs further thesis	-Has some evidence to support thesis, and few omissions of significant evidence -Connection between thesis and evidence is inconsistent -Some but not all body paragraphs provide specific examples that develop thesis	-Has sufficient evidence to support thesis, and no omissions of significant evidence -Connection between thesis and evidence is consistent throughout -All body paragraphs provide specific examples that develop thesis	-Develops evidence in specific and thorough ways that demonstrate analytical depth -Considers counter-evidence to demonstrate broad understanding of the topic
<b>Mechanics and Style</b>	-The writing is unfocused and unclear at the sentence level -There are major problems in grammar, punctuation, and usage that undermine the communication of ideas -The paper reads like a first draft	-The writing is focused and clear at the sentence level but not at the paragraph level -There are some major problems in grammar, punctuation, and usage, but they do not undermine the communication of ideas -Some evidence of carelessness that could be addressed by more careful proofreading	-The writing is focused and clear at both the sentence level and the paragraph level -There are only minor problems in grammar, punctuation, and usage -The paper appears to have been proofread	-The writing is focused and clear throughout -The writer uses sophisticated means to express ideas -There are no errors in grammar, punctuation, and usage
<b>Reflection on context and assumptions*</b>	Position presented in absolutes with little recognition of own personal and cultural bias and little recognition of ethical, political, historical or other considerations.	Position presented tentatively, with emerging awareness of own and others' biases, ethical and political, historical sources and implications of bias.	Position presented with recognition of contextual sources of bias, assumptions and possible implications of bias.	Position qualified by considerations of experiences, circumstances, conditions and environment that influence perspectives and the implications of those perspectives.
<b>Conclusions, implications and consequences*</b>	- Conclusions are not supported by the evidence or repeat the evidence without synthesis or elaboration; tendency to confuse correlation and cause. - Considerations of consequences are sketchy, drawn in absolutes, or absent.	- Conclusions are weakly supported by evidence, with only emerging synthesis. - Assertions of cause are doubtful. - Considerations of consequences are narrow or exaggerated and dichotomous.	- Conclusions and evidence are relatively obvious, with synthesis drawn from selected (cherry picked) evidence. - Assertions of cause are supported mostly by opinion and are also selective. - Considerations of consequences are timid or obvious and easy	- Conclusions are based on a synthesis of evidence from various sources. - Inferences about causal consequences are supported by evidence that has been evaluated from disparate viewpoints. - Analysis of implications indicates some awareness of ambiguity.

\* incorporated, with minor modifications, from the AACU "Critical Thinking Value Rubric" (<http://www.aacu.org/value/rubrics/pdf/CriticalThinking.pdf>), the entirety of which has been approved by the General Education Implementation Committee as a critical thinking rubric for general use.

Appendix B

CCNY General Education Information Literacy Thinking Rubric

Learning Outcome	Beginning (1)	Developing (2)	Competent (3)	Accomplished (4)
<b>Demonstrates a clear understanding of information needs and is able to search efficiently.</b>	Does not define and articulate information needs, identify appropriate keywords for retrieval, identify which sources might be useful, and/or efficiently access the necessary information	Understands the research question but is not fully confident in identifying search term(s). Has knowledge of an information source. Needs assistance in interpreting the information collected.	Understands the research question, demonstrates an understanding of 1 or 2 information sources and how to access them, and can interpret the collected information	Creates original thesis statements or focused research questions appropriate to the assignment; demonstrates clear understanding of many different types of information sources and how to access them; uses appropriate information sources; and insightfully interprets the information collected
<b>Effectively evaluates information sources</b>	Does not demonstrate a clear understanding of the criteria for evaluating information sources in relevance to the research assignment. Uses unscholarly or unreliable sources.	Some understanding of the criteria for evaluating information sources. Uses scholarly databases containing researched sources.	Understands and reviews information sources, considers whether the amount of information is sufficient to address the issue.	Comprehensive in the ability to evaluate information sources effectively for relevance to research assignment. Evaluates information thoroughly and effectively for reliability, validity, accuracy, authority, timeliness, and point of view or bias.
<b>Articulates credibility of sources</b>	No mention of credibility, such as authority, affiliation of author, timeliness, or bias	Mentions one aspect of credibility, such as authority, affiliation of author, timeliness, or bias	Mentions two aspects of credibility, such as authority, affiliation of author, timeliness, or bias	Mentions all aspect of credibility, such as authority, affiliation of author, timeliness, and bias
<b>Uses information ethically</b>	Does not demonstrate a clear understanding of acknowledging sources. Inaccuracy of citations, footnotes, bibliographies; inappropriate citation style; does not understand plagiarism.	Some understanding of acknowledging sources. Uses appropriate citation style; needs improvement in formatting the bibliographies and footnotes. Understands what constitutes plagiarism and does not plagiarize.	Acknowledges sources and uses the correct citation style for formatting footnotes and bibliographies. Understands what constitutes plagiarism and does not plagiarize.	Thorough acknowledgement of sources through careful incorporation of citations, footnotes, endnotes, or other widely accepted documentation style. Includes complete bibliographic information formatted with near complete accuracy. Does not plagiarize.

### Student Checklist and Rubrics for Research Paper

(This information should be shared with students before they begin work on the research paper, if not before)

Your final Research Paper should include:

- sophisticated and focused writing, with no errors in grammar, punctuation, and usage. Your paper should be thoroughly proofread and edited;
- a sophisticated, arguable thesis. You should consider opposing viewpoints to your thesis in your paper;
- a compelling introduction that establishes the overall topic and context of your paper and narrows the focus to your thesis;
- a clear, logical structure organizing and uniting the body of your paper;
- for each body paragraph, clear topic sentences that relate to your thesis and clearly state the focus of the paragraph;
- clean transitions from one paragraph to the next;
- attention to possible sources of bias in yours and others' assumptions;
- thorough evidence in support of your conclusions and that takes into account opposing points of view;
- a compelling closing paragraph that represents your thesis but is not simply repetitive;

About using outside sources:

- Remember that outside sources should not displace your own thinking and voice.
- Use credible sources, e.g., articles from scholarly journals, books from reputable publishers, or other sources approved by your instructor. Library staff can help if you are having trouble locating sources.
- Thoroughly read and analyze sources. Be accurate and clear in your interpretation of information.
- Evaluate the sources for reliability, validity, and accuracy.
- Consider the relevance of the article or other source and the authority, point of view, and bias of the author. Mention these aspects in your paper, explaining why the source is appropriate to use in your paper.
- Acknowledge all sources through properly formatted citations, footnotes, endnotes, or other documentation style established by your instructor (MLA, APA, etc.). Include a complete, properly formatted bibliography.
- Remember that using language or ideas that are not your own without proper citation is plagiarism and can result in a failing grade on the paper or in the class.