**Proposed Compass Curriculum Navigate Rubric**

**June 2022 Update**

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| **Category** | **Excellent** | **Proficient** | **Developing** | **Beginning** | **None or Not Present** |
| **Integrate knowledge** from a range of perspectives and disciplinary approaches | Demonstrates connections and integrates knowledge, facts, or theories from more than two fields of study or disciplinary perspective. | Presents examples, facts, or theories from two fields of study or disciplinary perspective. | Demonstrates understanding of examples, facts, or theories from one discipline with beginning understanding of another discipline’s approach to a problem. | Demonstrates a low level understanding of one discipline’s perspective of an area or problem. | No evidence of learning objective. |
| **Applying academic knowledge more broadly** to real world endeavors. | Effectively applies with clear justification academic skills, theories, or methodologies gained from discipline/s to solve real world endeavors or explore issues. Real world issue or endeavor is clearly identified and described. Justification for the relationship between disciplinary knowledge and problem is clear | Applies academic skills, theories, or methodologies gained from discipline/s to solve real world endeavors or explore issues.  Justification for relationship between disciplinary knowledge and problem may be poorly explained or somewhat unclear | Applies a developing understanding of academic skills, theories, or methodologies to contribute to a partial understanding of real-world endeavor or issues. Real world issue may not be clearly defined or explained. | Demonstrates a limited understanding (not fully understanding the fundamentals) of academic skills, theories, or methodologies of one discipline to approach real world endeavors. | No evidence of learning objective. |
| **Critical and/or Creative thinking** | Provides logical and specific details to support claims. When appropriate, the writer thoughtfully considers multiple viewpoints. Conclusions are based upon presented evidence. | Provides logical and valid details and support. For the most part, draws clear and appropriate conclusions. | Provides support but may not be logical or valid; some details may be missing. Some unclear or inappropriate conclusions. | Provides few details and little support or support that is illogical or invalid. Draws inappropriate or unclear conclusions or omits conclusions entirely. | No evidence of learning objective. |
| **Use of Quantitative/ Qualitative (Q/Q) Information** | Presents a robust amount of Q/Q information drawn from a primary source or object of analysis such as an experiment, case study, observation, interview, or central text that is being analyzed. This information is effectively analyzed or evaluated using higher order thinking skills. | Presents at least some Q/Q information drawn from a primary source or object of analysis such as an experiment, case study, observation, interview, or central text that is being analyzed. This information is analyzed or evaluated using at least minimal higher order thinking skills. | Presents several pieces of Q/Q information drawn from secondary or tertiary sources but does not discuss detailed primary source information or original data collection. Q/Q/ data is used to accomplish the task of the assignment but is not analyzed or evaluated using higher order thinking. | Presents minimal Q/Q information and information not analyzed or evaluated. Student may report small amounts of Q/Q information, but the information is not analyzed or evaluated using higher order thinking. | No evidence of learning objective. |