

## Thinking Skills Rubric Inclusions Reasoning & Inquiry

<b>Criteria</b>	<b>Mark Allocation</b>			
	<b>4</b> <i>Excellent</i>	<b>3</b> <i>Good</i>	<b>2</b> <i>Fair</i>	<b>1</b> <i>Poor</i>
<b>Process of Inquiry</b> <i>Student displays an inquiring disposition by asking questions and locating information to answer these questions.</i>	Questions are asked throughout the process and information sought to answer these questions.	Some questions are asked during the process and some information sought to answer these questions.	Few questions are asked during the process and some information sought to answer these questions.	No questions are asked during the process and no information gathered.
<b>Structure of essay</b> <i>Essay includes an introduction, body and conclusion and uses one paragraph for each distinct idea or theme.</i>	The structure is complete (introduction, body and conclusion) and uses paragraphing correctly.	The structure is incomplete <i>or</i> there is some incorrect use of paragraphing.	The structure is incomplete <i>and</i> there is some incorrect use of paragraphing.	There is no structure provided and paragraphing is haphazard.
<b>Structure of presentation</b> <i>Presentation includes an introduction, body and conclusion and language that indicates the structure (indicators) to guide the audience is used.</i>	The structure is complete (introduction, body and conclusion) and the presentation provides clear indicators to guide audience.	The structure is incomplete <i>or</i> there are insufficient indicators to guide the audience throughout the presentation.	The structure is incomplete <i>and</i> there are insufficient indicators to guide the audience throughout the presentation.	There is no structure provided for the presentation and no indicators used to guide the audience.
<b>Argumentation</b> <i>The contention is clearly identified, reasons are used to effectively justify the contention and a rebuttal is provided to refute an objection.</i>	The contention, reasons, at least one objection and a rebuttal are effectively used in the essay.	The contention is identified and some reasoning is provided though not all required elements.	The contention is not clear and/or there is a lack of reasoning to effectively justify the point of view.	The contention is not clear nor are reasons or objections considered to provide justification for the point of view.
<b>Reasoning</b> <i>A point of view is clearly identified and reasoning provided to justify the perspective and convince the audience.</i>	A point of view is clearly identified and strong reasons provided to justify the perspective and convince the audience.	A point of view is clearly identified and some reasons provided to justify the perspective though not convincing the audience.	A point of view is not clear and/or there is a lack of reasoning to effectively justify the perspective and convince the audience.	The point of view is not clear nor is reasoning apparent.
<b>Opposing views</b> <i>Opposing views are identified by revealing objections, considered and rebutted where required.</i>	A range of opposing views are identified, considered and rebutted where required.	Some opposing views are identified, considered and rebutted where required.	Opposing views are identified but not adequately considered or rebutted.	No opposing views are identified, considered or rebutted.
<b>Evidence &amp; Examples</b> <i>Evidence is used to support claims and examples to illustrate ideas clearly.</i>	All claims are supported by evidence and at least one example is used to illustrate an idea.	All claims are supported by evidence but there is no example to illustrate an idea.	Some claims are supported by evidence and/or there is no example to illustrate an idea.	There is no use of evidence to support the claims nor an example used to illustrate an idea.

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<p><b>Quality of information</b> <i>Information is utilized that is reputable and appropriate for the task.</i></p>	<p>Information that is reputable and appropriate is used throughout the presentation.</p>	<p>Information that is reputable and appropriate is used most of the time in the presentation.</p>	<p>Information is questionable or not a good choice is utilized in the presentation.</p>	<p>There is a lack of quality information that is appropriate for the task.</p>
<p><b>Evaluation Process</b> <i>The reasoning and evidence supporting or opposing a contention is considered prior to formulating a conclusion.</i></p>	<p>All reasoning and evidence are considered prior to formulating a conclusion.</p>	<p>Some reasoning and evidence are considered prior to formulating a conclusion.</p>	<p>A conclusion is made prior to considering the reasoning and evidence.</p>	<p>No reasoning or evidence is considered prior to formulating a conclusion.</p>