Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. (Adapted from AAC&U Information Literacy Value Rubric and Claremont Colleges Library 2013-2014 "Information Literacy: Five Critical Habits of Mind Rubric". We also consulted the Association of College and Research Libraries Framework for Information Literacy for Higher Education.).

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	**Milestones** 3	 2	**Benchmark** 1
Synthesis of Existing Knowledge, Research, and/or Views	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
Analysis of Evidence and/or Positions	Organizes and synthesizes evidence to reveal insightful patterns, and/or systematically and methodically evaluates own and others' assumptions and contexts when presenting a position.	Organizes evidence to reveal important patterns, and/or identifies own and others' assumptions and several relevant contexts when presenting a position.	Organizes evidence, but the organization is not effective in revealing important patterns, and/or questions some assumptions and identifies several relevant contexts when presenting a position.	Lists evidence, but it is not organized and is unrelated to focus and/or shows an emerging awareness of present assumptions and begins to identify some contexts when presenting a position.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.