

Bio 105 GELO RUBRIC for Meadow Warming Experiment activity.

Critical Thinking: Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.

Category	4	3	2	1
<p>Interpretation</p> <p><i>Ability to explain information</i></p>	<p>Provides accurate explanations of information. Makes appropriate inferences based on that information. <i>For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.</i></p>	<p>Provides accurate explanations of information. <i>For instance, accurately explains the trend data shown in a graph.</i></p>	<p>Provides somewhat accurate explanations of information, but occasionally makes minor errors. <i>For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.</i></p>	<p>Attempts to explain information, but draws incorrect conclusions about what the information means. <i>For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.</i></p>
<p>Application/Conclusion</p> <p><i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</i></p>	<p>Uses the analysis of information as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.</p>	<p>Uses the analysis of information as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.</p>	<p>Uses the analysis of information as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.</p>	<p>Uses the analysis of information as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.</p>