



# GEMS

## Honours Programme



### Skills Evaluation Rubric

	Capstone 3	Milestone 2	Benchmark 1
<b>Critical Thinking</b> (Ability to explore complex issues, opinions, arguments or solutions.)	Issue under critical scrutiny is stated eloquently and described in depth. Information is reproduced from the source with strong personal interpretation. Contexts are clearly identified. Conclusions are consistent and persuasively expressed.	Issue under critical scrutiny is stated clearly and with description. Information is reproduced from the source with some personal interpretation. Many contexts are identified. Conclusions are often consistent.	Issue under critical scrutiny is stated but without clarification or description. Information is reproduced from the source without personal interpretation. Basic contexts are identified. Conclusions are not consistent.
<b>Analytical Thinking</b> (Ability to evaluate evidence and reach logically consistent conclusions)	Pros and cons are identified and expressed articulately. Counterarguments are intelligently framed and persuasively expressed. Judgements are backed with compelling evidence.	Pros and cons are identified. Counterarguments are expressed. Judgements are backed with evidence.	Pros and cons are identified, but counterarguments are not always clearly expressed. Judgements are backed with some evidence.
<b>Literary Analysis</b> (Ability to probe meaning and articulate personal opinion in response to text).	Individual perspective is expressed well. Opinions are often based on the content of the texts. Conclusions are cogent and clearly justified	Individual perspective is expressed well. Opinions are often based on the content of the texts. Conclusions are often justified	Individual perspective is stated but not in any great depth. Opinions are sometimes based on the content of the texts. Conclusions are oversimplified
<b>Presentation</b> (Ability to present personal views coherently through different modes and a range of media – including articles, blogs, verbal responses, slides, and individual and group presentation)	Personal views are presented through a full range different media and in all situations. Personal voice is clearly evident. Ideas are coherent, consistent, and organised, and presented with a high degree of confidence and fluency. Audience engages strongly with the speaker.	Personal views are presented through different media and in various situations. Personal voice is evident. Ideas are coherent and presented with confidence. Audience engages with the speaker.	Personal views are presented through a few media and in select situations. Personal voice isn't always evident. Ideas are mostly coherent and presented with some confidence. Audience is occasionally engaged.
<b>Research Methodology</b> (Ability to seek, find, and employ reliable information from reputable sources and give appropriate credit)	Uses more than one search engine. Is clearly able to distinguish between sponsored sites and academic sources. Relies on reputable Encyclopaedias, government agencies, journals, newspapers, and university sites for information. Sharp focus on the topic. Sources, authorship, citations clear and evident. Uses sites that are current and have been recently updated.	Uses more than one search engine. Is mostly able to distinguish between advertised sites and academic sources. Relies on more than one Encyclopaedia. Appropriate focus on the topic. Mostly clear about the source and citations. Mostly aware of how old the website/source of information is.	Uses a reputable search engine. Is occasionally able to distinguish between advertised sites and academic sources. Primarily relies on Wikipedia. General focus on the topic. Not always clear about the source and citations. Not always aware of how old the website/source of information is.

<b>Textual Transformation</b> (Ability to transform text into a range of different formats including diagrams, flow-charts, podcasts, articles, videos, and picture posters)	Can transform texts into a full range of formats. Key information is closely retained in the transformation. Excellent ability to make cross-curricular links.	Can transform texts into different formats. Key information is retained in the transformation. Good ability to make cross-curricular links.	Can transform texts into more than one format. Some key information may be lost in the transformation. Some ability to make cross-curricular links.
<b>Design Thinking</b> (Ability to create educational products to facilitate deeper understanding of the subject at hand)	In addition to being coherently framed, ideas are compelling, creative and novel. Divergent thinking is clearly evident and a diverse range of ideas and concepts are generated. In addition to providing solutions, some attempt is made to test prototyping.	Divergent thinking is occasionally evident and a range of ideas and concepts are generated. Prototyping provides a solution for user needs.	Limited ideas generated. Ideas are framed coherently. Prototyping provides partial solution for user needs.
<b>Lateral Thinking and Risk Taking</b> (Ability to solve problems through an indirect and creative approach, using reasoning that is not immediately obvious)	Is often able to come up with novel solutions to problems and concepts. Shows maturity in weighing new information to reassess pre-conceived notions. Is confident about taking intellectual risks, is not afraid of peer pressure, and can hold an opinion independent of the majority.	Doesn't only focus on the obvious and is able to come up with novel solutions to problems and concepts. Is able to let go of pre-conceived notions. Is able to take intellectual risks when called for.	Usually focuses on the obvious answer but is able to come up with occasional novel solutions to problems and concepts. Has difficulty letting go of pre-conceived notions. Has some reserve in taking intellectual risks.
<b>Collaboration</b> (Ability to work in groups)	In addition to sharing opinions and maintaining a balance between talking and listening, is able to direct the conversation during group discussion. Excellent time management. Has excellent interpersonal skills.	Shares opinions in group discussions. Manages time well. Maintains a good balance between talking and listening. Has good interpersonal skills. Shares responsibility for completing tasks.	Sometimes shares ideas in group discussions. Struggles with time management. Occasionally listens, but often attempts to retain conversation. Has interpersonal skills. Shares some responsibility for completing tasks.
<b>Leadership Skills</b> (Ability to communicate, think, and act as a leader)	Demonstrates an outstanding understanding of responsibility towards meeting deadlines, being professional, assisting others, facilitating discussions, being on time, and being self-reflective.	Demonstrates an understanding of responsibility towards meeting deadlines, being professional, assisting others, facilitating discussions, being on time, and being self-reflective.	Demonstrates a developing understanding of responsibility towards meeting deadlines, being professional, assisting others, facilitating discussions, being on time, and being self-reflective.

