Evaluation Guide for CTF Group Reports

1. Integrated knowledge:
   a) Makes clear connections between local and global issues present in the case study. 0 ½ 1
   b) Shows evidence of interdisciplinary thinking by making connections between various aspects of case study, using a variety of the disciplines encountered throughout the Gen. Ed. program. 0 ½ 1
   c) Draws on readings and discussions from throughout the course in order to do the above. 0 ½ 1
   d) Relates the case study to the student's own life, community, major, religious commitments, future vocation, etc. 0 ½ 1

Total:

2. Critical reading/thinking:
   a) Draws on a variety of sources (Internet, library, personal contacts, course readings) 0 ½ 1
   b) Makes reasonable inferences, identifies background assumptions, and generally shows care in selecting evidence. 0 ½ 1
   c) Anticipates the best objections and counter-arguments to student's position. 0 ½ 1
   d) Balances respect for sources as people, with careful analysis of their ideas and interests. 0 ½ 1

Total:

3. Communication skills:
   a) Lays out argument coherently by stating a thesis, utilizing a clear outline, and summarizing with a conclusion. 0 ½ 1
   b) Crafts an argument and uses a style of presentation that is suitable for the intended audience. 0 ½ 1
   c) Selects evidence well and quotes others judiciously. 0 ½ 1
   d) Shows technical proficiency by establishing credibility, clear delivery, helpful transitions from point to point, appropriateness of any audiovisual aids used, etc. (Clear delivery involves enunciation, quality and variety of voice tone, nonverbal gestures, etc.) 0 ½ 1

Total:

4. Community building:
   a) Builds upon the resources and strengths already present in the community. 0 ½ 1
   b) Brings policy and action proposals that are concrete and realistic, while addressing underlying issues. 0 ½ 1
   c) Anticipates the need to meet legitimate concerns of other community groups, and to build consensus. 0 ½ 1
   d) Shows evidence of group process and collaboration, including conflict transformation as required. But also identifies points where it may be necessary to confront injustices and empower victims before collaboration becomes possible. 0 ½ 1

Total:

Note that in evaluating the criteria listed above,
1 – signifies strong and confident fulfillment of the criterion that leaves little doubt in a reader’s mind that the student has mastered the concept, skill or practice. Treatment may not always be extensive, but always seems to be a natural and integral part of the presentation or paper.
½ – signifies growing mastery of the concept, skill or practice. However treatment is sketchy, facts are wrong, understanding seems vague, or a practice is inconsistent. Examples would be solid evidence for some claims but not others, drawing on more than one kind of resource in doing research but not many more, making some local-global connections while neglecting other obvious ones, and so on.
0 – signifies no attention to the criterion, merely token attention, or poor quality work. An example of “token attention” would be passing mention of pollution or recycling in an apparent attempt to demonstrate “ecological thinking,” but no sustained examination of how local and global issues are interconnected.

Numerical average:  
Letter grade:  
Letter grades are on a four-point scale.