

| Society, Diversity, & Connections: Criminal Justice | | | | | |
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| Bloom | Marzano | Incomplete | Developing | Competent | Exceptional |
| Remembering & Understanding | Definitions, Terms, Discipline-Specific Vocabulary and Facts associated with subject material used correctly | Student cannot identify key criminal justice terms nor correctly articulate criminal justice background information even on the most basic level. | Student exhibits understanding of some key criminal justice terms and can explain some background information but has gaps in comprehension at the basic level. | Student exhibits functional understanding of most key criminal justice terms and background information and can place and use most information in correct context. | Student exhibits exemplary understanding of key criminal justice terms and vocabulary and background information. Mastery of definitions, terms, vocabulary, and background information beyond context. |
| Applying | Knowledge Application: Applies Definitions, Terms, Discipline-Specific Facts and Vocabulary in some sort of <i>Procedure or Concrete Application</i> | Student identifies, describes, or defines few or no key criminal justice concepts, themes, or ideas. Few or no facts or supporting details are included. Information is largely inaccurate, absent or irrelevant. | Student identifies, defines, and describes some key criminal justice concepts, themes, issues, or ideas. Some facts and supporting details are included. Has some correct and some incorrect information, but application is at basic level. | Student identifies, defines, and describes most key criminal justice concepts, themes, issues, or ideas. Most pertinent facts or supporting details are included. May have a major factual inaccuracy, but most information is correct. | Student applies key criminal justice concepts, themes, issues, and ideas in proper verbal and written context supported by all pertinent facts and details. Mastery of material. |
| Analyzing & Evaluating | Critical Thinking: Utilizes Discipline-Specific, Definitions, Terms, Facts, Applies them critically through organizational patterns: 1. Comparing & Contrasting 2. Classifying 3. Induction 4. Deduction 5. Error Analysis 6. Constructing Support 7. Abstracting 8. Analyzing Multiple Perspectives | Student fails to identify important criminal justice evidence relevant to the problem. Critical thinking skills are absent, and thought process is illogical. Conclusions are lacking, absent, or unclear. | Student identifies some relevant criminal justice evidence but omits most of the other necessary evidence. Uses unclear, inappropriate, or incomplete critical thinking skills to analyze, evaluate, and synthesize evidence. Thought process is logical in some areas but makes unwarranted conclusions and associations. | Student identifies and organizes most of the relevant criminal justice evidence. Some critical thinking skills are used to analyze, evaluate, and synthesize evidence, and most conclusions are based on sound logical reasoning. Reaches informed conclusions based on the criminal justice evidence. | Student reproduces critical criminal justice analysis patterns as required verbally and in written context with strong theses, organization, concise content, and with extensive and relevant resources. Reaches sound conclusions based on logic and mastery of relevant discipline-specific content. |
| Creating | Advanced Application of Knowledge: Combines knowledge, process, and critical thinking to reach complex intellectual goal(s) using at least one: 1. Advanced Decision Making 2. Investigation 3. Experimental Inquiry | Student is unable to explore criminal justice information beyond the literal level of key terms and the application of background information. | Student's analysis and/or evaluation of criminal justice knowledge does not go beyond the minimum basic analysis and/or evaluation of information to show original, | Student engages in independent study with specific direction from instructor but lacks mastery of criminal justice material and critical thinking skills | Student extends critical thinking and criminal justice knowledge beyond basic understanding to engage in independent study and research. Mastery of content, |

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| | 4. Problem Solving 5. Invention | | creative thought. | needed for fully independent work. | critical thinking, and advanced application. |
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