

Graduate Outcome: Critical Thinking and Quantitative Reasoning

Graduates will be able to evaluate multiple perspectives and arrive at a reasonable independent judgement¹ based on evidence.

Criteria	Benchmark	Milestone	Capstone
Information Literacy²	Documents key information and sources necessary to undertake research.	Organises relevant information from a range of sources.	Evaluates information and uses it appropriately to advance a research study.
Management of multiple perspectives	Identifies multiple perspectives or ways of doing something.	Differentiates multiple perspectives or ways of doing something.	Articulates multiple perspectives or ways of doing something.
Judgement based on evidence	Outlines an independent judgement that is informed by appropriate evidence.	Employs an independent judgement based on appropriate evidence.	Articulates independent judgement that draws on appropriate evidence.
Quantitative Reasoning³	Demonstrates numeracy competencies that meet discipline requirements and standards.	Applies numeracy competencies that meet discipline requirements and standards.	Interprets numerical information that meets discipline requirements and standards.

¹ Arriving at a reasonable independent judgement based on evidence can encompass problem-solving in specific disciplines.

² The definition provided by WSCUC for Information Literacy is as follows: ‘according to the Association of College and Research Libraries, the ability to “recognize when information is needed and have the ability to locate, evaluate, and use the needed information” for a wide range of purposes. An information-literate individual is able to determine the extent of information needed, access it, evaluate it and its sources, use the information effectively, and do so ethically and legally’ (*WSCUC 2013 Handbook of Accreditation Revised*, p.51).

³ The definition provided by WSCUC for quantitative reasoning is ‘the ability to apply mathematical concepts to the interpretation and analysis of quantitative information in order to solve a wide range of problems, from those arising in pure and applied research to everyday issues and questions. It may include such dimensions as ability to apply math skills, judge reasonableness, communicate quantitative information, and recognize the limits of mathematical or statistical methods’ (*WSCUC 2013 Handbook of Accreditation Revised*, p.54).



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