

Critical Thinking Rubric

Goal: Students will analyze information and ideas carefully and logically from multiple perspectives and develop reasoned solutions to problems.

Learning Outcome	4 Objective Exceeded	3 Objective Fully Met	2 Objective Minimally Met	1 Objective Not Met
Explain and apply the basic concepts essential to a critical examination and evaluation of argumentative discourse	Clearly identifies and summarizes main issues and successfully explains why/how they are problems or questions; and identifies embedded or implicit issues, addressing their relationships to each other.	Successfully identifies and summarizes the main issues but does not explain why/how they are problems or create questions. Some relationships between issues identified.	Identifies main issues but does not summarize or explain them clearly or sufficiently. Little relationship between issues identified.	Fails to identify, summarize, or explain the main problem or question. Represents the issues inaccurately or inappropriately. No relationship between issues.
Use investigative and analytical thinking skills to examine alternatives, explore complex questions, and solve challenging problems	Analyzes issues with a clear sense of scope and context. Identifies influence of context. Thoroughly explores alternatives. Questions assumptions.	Presents and explores relevant contexts and assumptions, although in a limited way. Analysis includes some outside verification, but primarily relies on authorities. Provides some consideration of alternatives.	Approach to the issue is narrowly focused with little relation to other contexts. Analysis is grounded in absolutes, with little acknowledgement of own biases. Little consideration of alternatives.	Approach to the issue shows no relation to other contexts. Analysis is grounded in absolutes, with no acknowledgement of own biases or influence of other contexts. No consideration of alternatives.
Synthesize information to arrive at reasoned conclusions	Incorporates the results of analysis into a coherent personal conclusion that is well reasoned, based on well supported inferences, and that recognizes and responds to disparate claims and points of view while remaining aware of the influence of personal or confirmation bias where appropriate.	Incorporates the results of analysis into a coherent personal conclusion that is adequately reasoned, based on reasonably well supported inferences, and that recognizes and responds to most disparate claims and points of view while for the most part avoiding personal or confirmation bias where appropriate.	Attempts to incorporate the results of analysis and arrive at a reasonable conclusion, but one that lacks support; student nominally recognizes disparate claims and points of view; personal or confirmation bias may be evident.	Unable to incorporate the results of analysis into a coherent personal conclusion; conclusion is not based on sound reasoning or well supported inferences. Student fails to recognize and/or respond to disparate claims and points of view; does not avoid personal or confirmation bias.
Evaluate the logic and validity of arguments, as well as the relevance of data and information	Evaluation of arguments is deep and elegant (e.g., contains thorough and insightful explanation) and considers, deeply and thoroughly, validity, bias, unchecked assumptions and/or other criteria. Conclusions are complete and fully justified.	Evaluation of arguments is adequate (e.g., contains thorough explanation) and considers validity, bias, unchecked assumptions and/or other criteria. Conclusions are mostly complete and largely justified.	Evaluation of arguments is brief (e.g., explanation lacks depth) and considers validity, bias, unchecked assumptions and/or other criteria. Conclusions are not fully complete and only minimally justified.	Evaluation of arguments is superficial (e.g., contains cursory, surface level explanation) and might not consider validity, bias, unchecked assumptions and/or other criteria. Conclusions are missing or incorrect and lack justification.