

Critical Thinking Assessment Rubric

Working Draft for Scoring
June 10, 12, 2008

Dimension Assessed	Emerging 0 - 1	Developing/Competent 2 3	Mastery/Exemplary 4 5
Identify the challenge Can the student identify and define critical challenges and/or key issues? #1	Challenges/key issues either not named or not defined; some description of issues may be included but rudimentary, not articulated clearly.	Issues identified / definition of challenge presented; definition may be descriptive without stipulating precise conditions or criteria.	Critical challenges and key issues clearly identified / precise language used to clearly articulate issues / definition extended with clarifying examples or comparisons.
Multi-dimensional Approach Does the student integrate knowledge of other relevant points of view of the issue or problem? #2	Position or hypothesis is grounded in a singular, often personal, perspective.	Recognizes and identifies more than one approach and/or perspective to a given challenge, but may fail to adequately implement additional approaches or describe how they were useful.	Demonstrates and implements multiple analytical approaches to a given challenge and describes how various perspectives were used in addressing the problem or challenge.
Assumptions Does the student have an awareness of the core assumptions of the problem or issue? #3	Key core assumptions are not identified or are incorrectly identified.	Some core assumptions are identified.	Majority of core assumptions are identified. Implications for addressing the challenge are clearly described. Exemplary: effects of alternate assumptions are compared.
Context Does the student reflect knowledge of the context (e.g., historical, social, political, cultural, theoretical, applied)? #4	Analysis is grounded in absolutes with limited consideration of the context or complexity of issues; may be narrowly personalized.	Demonstrates some recognition of context and complexity of issues; or recognizes the context of one's own personal perspectives.	Identifies personal bias and context for personal perspectives. Describes and utilizes historical, social, cultural, political, theoretical, applied contexts and assumptions as appropriate.

<p>Data/Evidence Does the student use supporting evidence, data, and specific details in appropriate ways? #5</p>	<p>Data/evidence or sources are simplistic and/or inappropriate. Recognizes various forms of information Has difficulty synthesizing and establishing meaning from data.</p>	<p>Identifies and acknowledges specific data/evidence. Inconsistent and/or inaccurate testing and/or use of data/evidence. Demonstrates some ability to interpret data critically.</p>	<p>Presents and analyzes appropriate supporting data/evidence for validity, reliability, accuracy, relevance and completeness (in the broad sense). Distinguishes patterns or relationships in the data/evidence. Or, critically analyzes, synthesizes and evaluates various forms and genres of information.</p>
<p>Reasoning Did the student use appropriate and defensible reasoning in drawing conclusions and/or solving the problem or challenge? #6</p>	<p>Conclusion is simplistic and presented as absolute. Conclusions absent or too broad; or may be derived from minimal specifics or supported by little evidence or few examples. Challenge or problem may be described without solution or systematic procedures to resolve it</p>	<p>Conclusions supported by adequate evidence or examples; use of "If...then...because..." or other appropriate reasoning structures; counter-arguments presented but may not be answered. Challenge or problems solved with systematic process.</p>	<p>Clear line of reasoning from definition of issues, explication of assumptions, and drawing conclusions from appropriate evidence; and counter-arguments answered. Challenge or problem solved with sophisticated reasoning.</p>
<p>Inferences, Implications and Consequences Can the student reflect, relate, and extend conclusions? Can the student create something new or original? #7</p>	<p>Only minimal implications, consequences or inferences are drawn. Or incorrect implications, consequences or inferences are drawn.</p>	<p>Occasionally identifies implications or consequences or makes a few inferences. Inconsistently integrates and interprets information in new ways.</p>	<p>Identifies and extends implications, consequences and inferences in a reflective manner. Or may generate new solutions, creative products or new questions which demonstrate reflection.</p>
<p>Presentation skills Did the student communicate his/her intent effectively? #8</p>	<p>Work is unfocused and poorly organized. Format is absent with little logical connection of ideas.</p>	<p>Basic organization is apparent. Language does not interfere with communication. Structure and thesis are good while at times inconsistent. Errors are minimal.</p>	<p>Demonstrates clear organization; appropriate format, structure, and composition and/or language; a clear thesis; an awareness of audience.</p>