

Critical Thinking Rubric					
Evaluation Criteria					
Outcomes	Advanced 4	Proficient 3	Basic 2	Minimal 1	Not Evident/Deficient 0
1. Identifies and explains the issue (question/ problem)	<ul style="list-style-type: none"> •The issue (question/ problem) is clearly and eloquently defined •The scope of the issue and compelling rationale for addressing it are articulated clearly and comprehensively •All integral or implicit components necessary to understand the issue are identified 	<ul style="list-style-type: none"> •The issue (question/ problem) is clearly defined •The scope of the issue and the rationale for addressing it are reasonably articulated •Many of the integral or implicit components necessary to understand the issue are identified. 	<ul style="list-style-type: none"> •The issue (question/ problem) is generally defined •The scope of the issue and the rationale for addressing it are present but not well articulated •Some of the integral or implicit components necessary to understand the issue are identified. 	<ul style="list-style-type: none"> •The issue (question/ problem) is poorly defined •The scope of the issue and the rationale for addressing it are inarticulate or not logically linked •None of the integral or implicit components necessary to understand the issue are identified 	<ul style="list-style-type: none"> •A statement of the issue (question/problem) is not present or cannot be identified
2. Gathers relevant evidence needed to address the question ☞ As relevant for artifact or assignment	<ul style="list-style-type: none"> •Evidence gathered from a diverse array of timely, relevant and credible sources •Extensively and correctly identifies the empirical and/or theoretical content related to the issue •Presents a variety of perspectives in a systematic and insightful manner ☞ A robust sampling plan is identified and collects all data necessary to appropriately address the question 	<ul style="list-style-type: none"> •Evidence gathered from a range of timely, relevant and credible sources •Identifies some of the empirical and/or theoretical content related to the issue •Presents several perspectives in an accurate and thoughtful manner. ☞ A sampling plan is identified that collects data necessary to appropriately address the question 	<ul style="list-style-type: none"> •Evidence gathered from a variety of sources, but some information may be lacking in relevance and/or credibility •Presents empirical and theoretical content but not all of it is clearly linked to the issue •Presents other perspectives on the issue in a cursory manner ☞ A sampling plan is identified; data collected is relevant but not comprehensive 	<ul style="list-style-type: none"> •Evidence gathered from predominantly unreliable sources or information is presented but lacks quality and relevance to the issue at hand •Presents scant empirical and/or theoretical content with no attention to its relationship to the issue •Misrepresents or ignores others' perspectives. ☞ A rudimentary sampling plan is identified but data collected is not comprehensive or relevant to the issue 	<ul style="list-style-type: none"> •Artifact lacks evidence and content to address the issue •Missing relevant empirical and/or theoretical content •Fails to present other perspectives ☞ No sampling plan present.
3. Considers and analyzes the evidence and others' perspectives on the issue	<ul style="list-style-type: none"> •The work demonstrates a sophisticated consideration and analysis of evidence, including underlying assumptions, context, and relevance to the problem being considered •Discusses the merits of both supporting and competing perspectives with skill and sensitivity •Bias in sources is acknowledged and addressed. 	<ul style="list-style-type: none"> •The work demonstrates a sufficient consideration and analysis of evidence, including underlying assumptions, context, and relevance to the problem •Discusses the merit of both supporting and competing perspectives •Bias in sources is acknowledged 	<ul style="list-style-type: none"> •The work demonstrates a basic consideration and analysis of evidence by summarizing and beginning to identify the underlying assumptions, context, and relevance to the problem •Includes others' perspectives without discussion of merit or comparisons among various viewpoints •Bias in sources is not acknowledged. 	<ul style="list-style-type: none"> •The work demonstrates poor consideration of evidence by failing to identify underlying assumptions or context •Hastily dismisses others' viewpoints •Bias in sources is not acknowledged. 	<ul style="list-style-type: none"> •Fails to analyze evidence
4. Identifies and supports one's own position on the issue ☞ Outcome applied as relevant for artifact or assignment	<ul style="list-style-type: none"> •Takes clear position that captures the complexity of the issue •Supports position with sound, well-articulated arguments •Acknowledges limits of the position 	<ul style="list-style-type: none"> •Takes a clear position that generally addresses the complexity of the issue •Offers explicit arguments to support the position •Begins to address the limits of the position 	<ul style="list-style-type: none"> •Takes a simplified position on the issue •Arguments offered •Hints at but does not directly address the limits of the issue 	<ul style="list-style-type: none"> •Position articulated is unoriginal or incoherent •Arguments offered to support position are inconsistent or flawed •No discussion of limits of position 	<ul style="list-style-type: none"> •No clear statement of personal position
5. Articulates the conclusions (solutions / insights) and one's own assumptions	<ul style="list-style-type: none"> •Innovative conclusions are clearly stated •Solution is reasonable, effective, and/or feasible •The conclusion provides a coherent synthesis of the work •One's own assumptions are qualified. 	<ul style="list-style-type: none"> •Conclusions are clearly stated •The conclusion is reasonable and effective •Conclusion provides a synthesis of the work •One's own assumptions are listed 	<ul style="list-style-type: none"> •Conclusions are stated •The reasonableness or effectiveness of the conclusion is questionable •The conclusion summarizes the work •One's own assumptions are not explicit 	<ul style="list-style-type: none"> •Conclusions are not clearly stated and are incomplete •Conclusion is not reasonable or effective •Absence of summary •Conclusions and one's assumptions attributed to external authority 	<ul style="list-style-type: none"> •Conclusions are not stated
6. Discusses the implications of the conclusions (solutions / insights)	<ul style="list-style-type: none"> •Provides a thorough review of likely consequences or implications, including the advantages and disadvantages of each scenario •Objections to the preferred solution are directly stated and overcome with sound evidence and reasoning 	<ul style="list-style-type: none"> •Reviews many potential consequences or implications along with some advantages and disadvantages of each scenario •Obvious objections to the preferred solution are addressed with evidence and reasoning 	<ul style="list-style-type: none"> •Partially reviews some potential consequences or implications with limited discussion of advantages or disadvantages •Objections to the preferred solution are present 	<ul style="list-style-type: none"> •Review of consequences and/or implications is superficial or misguided •Objections to proposed conclusions are glossed over and are not addressed by evidence 	<ul style="list-style-type: none"> •Consequences and implications are not addressed