

Critical Thinking Scoring Rubric – Think logically and critically and solve problems effectively

“Think Critically” – 21	4	3	2	1
<ul style="list-style-type: none"> <li>○ Analyze and interpret results or outcomes of investigation and draw reasonable conclusions from the analysis</li> </ul>	<p>Clearly and precisely analyzes and interprets evidence, statements, graphics, questions, etc. Draws warranted, insightful, reasonable conclusions.</p>	<p>Competently analyzes and interprets evidence, statements, graphics, questions, etc. Draws warranted, reasonable conclusions.</p>	<p>Competently analyzes and interprets some evidence, statements, graphics, questions, etc. Draws few warranted or reasonable conclusions.</p>	<p>Any or all apply: Fails to analyze or interpret evidence, statements, graphics, questions, etc. Draws unwarranted or fallacious conclusions. Argues using fallacious or irrelevant reasons, and unwarranted claims.</p>
<ul style="list-style-type: none"> <li>○ Provide reasoned support for beliefs or ideas</li> </ul>	<p>Infers and reasons from clearly stated premises to implications and consequences. Clearly justifies results and procedures. Clearly explains assumptions and reasoning.</p>	<p>Uses evidence and inference to reason competently from clearly stated premises to implications and consequences. Justifies some results or procedures. Explains some reasoning.</p>	<p>Inconsistently uses evidence and inference to reason from clearly stated premises to implications and consequences. Justifies few results or procedures. Seldom explains reasoning.</p>	<p>Infrequently uses evidence and inference to reason from clearly stated premises or to recognize implications and consequences. Does not justify results or procedures. Does not explain reasoning.</p>
<ul style="list-style-type: none"> <li>○ Recognize and analyze arguments that support theories and perspectives other than their own.</li> </ul>	<p>Identifies relevant alternative viewpoints or counterarguments. Is able to articulate the evidence and reasoning that supports other viewpoints and weigh the merit of each carefully.</p>	<p>Identifies some alternative viewpoints or counterarguments. Is able to articulate obvious supporting evidence and reasoning and weigh the merit of each.</p>	<p>Identifies only the most obvious alternative viewpoints or counterarguments, and gives an incomplete explanation of the evidence and reasoning. Can identify some factors involved in judging the merit of each.</p>	<p>Fails to identify or hastily dismisses alternative viewpoints and counterarguments. Fails to identify evidence and reasoning that support other viewpoints, or dismisses them without consideration.</p>
<ul style="list-style-type: none"> <li>○ Follow and give directions, whether written or oral.</li> </ul>	<p>Flawlessly follows the instructions with success. Gives instructions that are clear, complete, and easy to follow.</p>	<p>Largely follows the instructions with some success. Gives instructions that are mostly clear and can be followed.</p>	<p>Follows some of the instructions successfully. Gives instructions that are somewhat difficult to follow.</p>	<p>Fails to follow the instructions. Gives instructions that are unclear, incomplete, out of order, or otherwise difficult to follow.</p>
<ul style="list-style-type: none"> <li>○ Analyze content, discover meaning or significance, draw conclusions, and make an assessment.</li> </ul>	<p>Fair-mindedly follows where evidence and reasoning lead. Thoroughly analyzes content and examines relevant evidence. Clearly articulates meaning or significance, based on evidence. Draws insightful conclusions. Makes a thorough, insightful assessment based on appropriate and consistent standards or criteria.</p>	<p>Follows where most of the evidence and reasoning lead. Analyzes content, examines relevant evidence. Infers some meaning or significance, based on evidence. Draws conclusions. Makes a fair assessment, based on appropriate standards or criteria</p>	<p>Has difficulty considering theories or perspectives other than those based on self-interest or preconceptions, regardless of evidence or reasoning. Gives an incomplete analysis of content and evidence. States only the obvious meaning, significance or conclusions of the content. Makes an unclear assessment or one based on irrelevant or inconsistent standards or criteria.</p>	<p>Ignores theories or perspectives other than those based on self-interest or preconceptions, regardless of evidence or reasoning. Exhibits close-mindedness or hostility to reason. Fails to state any meaning, significance, or conclusions of the content. Fails to make an assessment or bases the assessment on irrelevant standards or criteria.</p>
<ul style="list-style-type: none"> <li>○ Compare and evaluate opposing arguments or ideas.</li> </ul>	<p>Thoughtfully analyzes and evaluates alternative points of view, using appropriate comparison points and criteria.</p>	<p>Offers analyses and evaluations of obvious alternative points of view, using appropriate comparison points and criteria.</p>	<p>Superficially analyzes and evaluates obvious alternative points of view, with some comparison points and criteria.</p>	<p>Ignores or fails to evaluate alternative points of view.</p>
<ul style="list-style-type: none"> <li>○ Distinguish between fact and opinion.</li> </ul>	<p>Consistently distinguishes between fact and opinion.</p>	<p>Distinguishes between fact and opinion most of the time.</p>	<p>Inconsistently distinguishes between fact and opinion.</p>	<p>Consistently fails to distinguish between fact and opinion.</p>

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<b>Solve Problems Effectively – 22</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<ul style="list-style-type: none"> <li>Identify a problem and outline or describe a realistic approach to solving the problem</li> </ul>	<p>Clearly states the problem, convincingly defining the scope and establishing why it needs to be solved.</p> <p>Clearly states the solution, and convincingly proves that it is effective, feasible, acceptable to those involved, and better than alternatives.</p> <p>Anticipates and considers opposing views or objections and effectively addresses, accommodates or refutes them.</p>	<p>States the problem, including a mention of the scope and need. States the solution and proves it is effective, feasible, acceptable to those involved, and better than alternatives.</p> <p>Anticipates some opposing views or objections and begins to address them.</p>	<p>States the problem, but incompletely. States the solution, but incompletely. Opposing views and objections are incompletely considered and addressed.</p>	<p>Statement of problem is unclear and poorly defined. No need is established. Statement of solution is unclear. Solution seems ineffective, unfeasible, unacceptable to those involved or not preferable to alternatives. Opposing views and objections are not considered.</p>
<ul style="list-style-type: none"> <li>Draw conclusions based on the outcomes</li> </ul>	<p>Anticipates and allows for likely objections, results, and consequences of the solution.</p>	<p>Anticipates and allows for obvious objections, results, and consequences of the solution.</p>	<p>Partially anticipates some of likely objections, results, and consequences of the solution.</p>	<p>Fails to anticipate or allow for any objections, results, or consequences of the solution.</p>

<b>Think independently in creative and interpretive tasks</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<p><b>Think independently in creative tasks – 23</b></p> <ul style="list-style-type: none"> <li>Produce creative work that fulfills established criteria for effectiveness and/or aesthetics</li> </ul>				
<ul style="list-style-type: none"> <li>Develop an independent appraisal of what defines quality creative work</li> </ul>				

<p><b>Think independently in interpretive tasks – 24</b></p> <ul style="list-style-type: none"> <li>o Develop an independent interpretation of information, ideas, concepts, actions, trends, and/or works, based on evidence and appropriate methodology</li> </ul>	<p>Justifies conclusions, clearly identifying authoritative sources recognized as pertinent and valuable by the academic discipline. Clearly states the meaning of the findings within the context of the subject area. Accurately and thoroughly interprets evidence through consultation with concurring authoritative sources. Articulates the relationship among the investigative sources, the work(s) analyzed, self, and the wider audience. Provokes interest in and asks and/or answers appropriate questions about the information being presented. Asks and answer pertinent questions about the written or spoken material being presented. Includes and addresses alternate points of view and weighs these viewpoints carefully. Imaginatively synthesizes rather than reports the information. Leaves the audience wanting to learn more about the subject.</p>	<p>Conclusions are based on authoritative sources recognized as pertinent and valuable by the academic discipline and are mainly justified. Findings are appropriate to the subject area being addressed, but the significance of the findings is not consistently stated. Fewer authoritative sources are used. Demonstrates a deeper understanding of the work(s) being studied, making connections between the audience and the material. Provokes interest in and asks appropriate questions about the subject. Alternate points of view are acknowledged. Leaves the audience wanting to learn more about the subject.</p>	<p>Some authoritative sources have been used, but the material is not consistently recognized by the academic discipline. The presenter/writer strays from some of the major points to be interpreted. Research material has been taken from sources other than professional journals and other publications or academically approved websites. States but does not explore alternate points of view. Presentation/Paper considers a minimal number of possible interpretations. Reports rather than interprets the information, leaving the audience with little to discuss or contemplate.</p>	<p>Conclusions are based on the student’s opinions rather than research sources. Interpretation is presented with little or no regard for the subject area being addressed. Has not used professional journals or discipline approved sources. Presents superficial information about the subject. Does not investigate alternate points of view. Leaves the audience with nothing to contemplate. Presentation/Paper does not connect in any meaningful way to the presenter/audience.</p>
<ul style="list-style-type: none"> <li>o Draw conclusions based on the interpretation.</li> </ul>	<p>Conclusions are clearly stated and their validity can be reproduced. Develops an independent interpretation rather than reports information. Analyzed, synthesized, and organized the information, drawing well-reasoned conclusions. Evidence is the result of careful investigation and analysis and is gracefully interwoven throughout the paper/presentation. Clearly states the implications of the conclusions reached and offers a variety of scenarios.</p>	<p>Conclusions are clearly stated and their validity can be reproduced. Independent interpretation leans toward reporting rather than revealing. Evidence is presented from a variety of sources and is interwoven throughout the paper/presentation with some grace. Interpretations are supported by authoritative sources. Implications of the interpretation is less clear with one or two scenarios.</p>	<p>Conclusions are difficult to reproduce. Material has been analyzed and organized but conclusion is largely opinion. Quoted material is often interjected rather than interwoven. Evidence is dependent upon a limited amount of sources. Interpretations rely on the writer’s opinion more than the source. Implications of the interpretation are not far-reaching.</p>	<p>Conclusions cannot be reproduced. Choice of sources is based more on topic than authority. Conclusions are based on opinion rather than proven sources Material is presented, but few if any conclusions are stated. Non-existent or poorly integrated quotations and explanations/conclusions. Faulty reasoning has led to errors in interpretation. There are no implications stated or they are misguided.</p>