

**Rubric for assessing Critical Thinking \***

Characteristics  1 -4: Essential Characteristics	Level of Achievement				
	1	2*	3	4**	5
1 <b>Identification</b> and/or summary of the <b>problem/question</b> at issue.	No identification and/or summary of the problem.		The main question is identified and clearly stated.		The main question and subsidiary, embedded, or implicit aspects of a question are identified and clearly stated.
2 Presentation of the <b>STUDENT'S OWN perspective and position</b> as it is important to the analysis of the issue.	The student's own position relative to the question is not provided.		The student's own position on the question is stated. Some support for the position is provided.		The student's own position on the issue is stated and support has been drawn from experience or information not available from assigned sources.
3 Assessment and appropriate use of <b>supporting data/evidence</b> .	No supporting data or evidence is utilized.		Evidence is used but not carefully examined. Source(s) of evidence are not questioned for accuracy, precision, relevance, and completeness.  Inferences of cause and effect are stated, but not completely or entirely accurately. Facts and opinions are stated although not clearly distinguished from value judgments.		Evidence is identified and carefully examined. Source(s) of the evidence are questioned for accuracy, precision, relevance, and completeness.  Accurately observes cause and effect. Facts and opinions are stated and clearly distinguished, and value judgments are acknowledged.
4 Discussion of <b>conclusions, implications</b> and consequences.	Conclusions are not provided.		Conclusions are provided without discussion of implications or consequences. Some reflective thought is provided with regards to the assertions.		Conclusions are clearly stated and discussed. Implications and consequences of the conclusion are considered in context, relative to assumptions, and supporting evidence. The student provides reflective thought with regards to the assertions.
<b>5 – 7: Optional Characteristics (evaluated where appropriate)</b>					
5 Consideration of <b>OTHER salient perspectives and positions</b> that are important to the analysis of the issue.	Does not acknowledge other possible perspectives.		Acknowledges other possible perspectives although they are not clearly stated.		Uses other perspectives noted previously, and additional diverse perspectives drawn from outside information.
6 Assessment of the key <b>assumptions and the validity of the supporting/background information</b> .	Does not identify the key assumptions and/or evaluate the given information that underlies the issue.		The key assumption(s) that underlies the issue is clearly stated.  Necessary data or other background data is identified but not evaluated for validity, relevance or completeness.		The key assumption that underlies the issue is clearly stated and the validity of the assumption that underlies the issue is assessed.  Key data and background information is evaluated for validity and used in a way consistent with this evaluation.
7 Consideration of the influence of the <b>context</b> on the issue (including, where appropriate, cultural, social, economic, technological, ethical, political, or personal context).	The problem is not connected to other issues or placed in context.		The context of the question is provided although it is not clearly analyzed.  Limited consideration of the audience is provided.  Little consideration of other contexts is provided.		The issue is clearly analyzed within the scope and context of the question.  An assessment of the audience is provided.  Consideration of other pertinent contexts is provided.

\* 2 - Exhibits most characteristics of '1' and some characteristics of '3'

\*\* 4 - Exhibits most characteristics of '3' and some characteristics of '5'

\* adapted from Washington State University