

# CRITICAL THINKING SCORING RUBRIC

Based on the scale from 1 (NOT YET) to 6 (WOW), use the following definitions to rate each student's critical thinking achievement for each criteria.

RATING CRITERIA	RATING SCALE					
	6 WOW Exceeds expectations	5 STRONG Shows control and skill in this trait; many strengths present	4 EFFECTIVE On balance; the strengths outweigh the weaknesses; a small amount of revision needed	3 DEVELOPING Strengths and need for revision are about equal; about half-way home	2 EMERGING Need for revision outweighs strengths; isolated moments hint at what the writer has in mind	1 NOT YET A bare beginning; student not yet showing any control
<b>SUMMARIZES PROBLEM, QUESTION, OR ISSUE</b>	Clearly identifies the challenge and subsidiary, embedded, or implicit aspects of the issue. Identifies integral relationships essential to analyzing the issue.		Summarizes issue, though some aspects are incorrect or confused. Nuances and key details are missing or glossed over.		Does not attempt to or fails to identify and summarize accurately.	
	6	5	4	3	2	1
<b>CONSIDERS CONTEXT AND ASSUMPTIONS</b>	Analyzes the issue with a clear sense of scope and context, including an assessment of audience. Identifies influence of context. Questions assumptions, addressing ethical dimensions underlying the issue.		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 assumptions and their implications.		Approach to the issue is in egocentric and socio-centric terms. Does not relate to other contexts. Analysis is grounded in absolutes, with little acknowledgement of own biases. Does not recognize context and underlying ethical implications.	
	6	5	4	3	2	1
<b>COMMUNICATES OWN PERSPECTIVE, HYPOTHESIS, OR POSITION</b>	Position demonstrates ownership. Appropriately identifies own position, drawing support from experience and information not from assigned sources. Justifies own view while integrating contrary interpretations. Hypothesis demonstrates sophisticated thought.		Presents own position, which includes some original thinking, though inconsistently. Justifies own position without addressing other views or does so superficially. Position is generally clear, although gaps may exist.		Position is clearly adopted with little consideration. Addresses a single view of the argument, failing to clarify the position relative to one's own. Fails to justify own opinion. Hypothesis is unclear or simplistic.	
	6	5	4	3	2	1
<b>ANALYZES SUPPORTING DATA AND EVIDENCE</b>	Evidence of source evaluation skills. Examines evidence and questions accuracy and relevance. Recognizes bias. Sequence of presentation reflects clear organization of ideas, subordinating for importance and impact.		Demonstrates adequate skill in selecting and evaluating sources to meet information need. Use of evidence is selective. Discerns fact from opinion and may recognize bias. Appropriate evidence is provided although exploration is routine.		No evidence of selection or source evaluation skills. Repeats information without question or dismisses evidence without justification. Does not distinguish between fact and opinion. Evidence is simplistic, inappropriate or not related to topic.	
	6	5	4	3	2	1
<b>USES OTHER PERSPECTIVES AND POSITIONS</b>	Addresses diverse perspectives from a variety of sources to qualify analysis. Any analogies are used effectively. Clearly justifies own view while respecting views of others. Analysis of other positions is accurate and respectful. Evidence of reflection and self-assessment.		Begins to relate alternative views. Rough integration of multiple viewpoints. Ideas are investigated in a limited way. May overstate conflict or dismiss alternative views hastily. Analysis of other views mostly accurate. Some evidence of self-assessment.		Deals with a single perspective and fails to discuss others' perspective. Adopts a single idea with little question. Alternatives are not integrated. Ideas are obvious. Avoids discomforting ideas. Treats other positions superficially. No evidence of self-assessment.	
	6	5	4	3	2	1
<b>ASSESSES CONCLUSIONS, IMPLICATIONS, AND CONSEQUENCES</b>	Identifies and discusses conclusions, implications, and consequences. Considers context, assumptions, and evidence. Qualifies own assertions. Consequences are considered and integrated. Implications are developed and consider ambiguities.		Conclusions consider evidence of consequences extending beyond a single issue. Presents implications that may impact other people or issues. Presents conclusions as only loosely related to consequences. Implications may include vague reference to conclusions.		Fails to identify conclusions, implications, and consequences, or conclusion is a simplistic summary. Conclusions are absolute, and may attribute conclusion to external authority.	
	6	5	4	3	2	1