

Critical Thinking Rubric

| Outcome | Insufficient (1) | Emerging (2) | Acceptable (3) | Proficient (4) | Exemplary (5) |
|---|--|---|---|--|--|
| Attitude: The graduate demonstrates an attitude of intellectual inquiry | <ul style="list-style-type: none"> ■ Demonstrates little or no awareness of bias ■ Issues are confused ■ Lacks understanding of possible misinterpretations ■ Presents results poorly ■ Searches few information sources ■ Demonstrates little or no curiosity about learning | <ul style="list-style-type: none"> ■ Demonstrates some awareness of ideas ■ Realizes that issues have problems but can't identify them ■ Identifies possible misinterpretations but unable to correct ■ Attempts to present results but spotty and uneven ■ Searches some information sources but limits scope of search ■ Demonstrates curiosity about certain concepts but not all | <ul style="list-style-type: none"> ■ Demonstrates awareness of bias ■ Issues are somewhat clouded ■ Seeks truth ■ Presents results adequately ■ Searches a variety of sources ■ Demonstrates a curiosity about learning | <ul style="list-style-type: none"> ■ Eliminates some bias or weak arguments but may be unaware of all bias ■ Limits search for competing points of view ■ Focuses on issue at hand but also attends to competing issues ■ Limits search for established evidence to apparent issues ■ Distinguishes credentials for a variety of sources ■ Displays interest in finding appropriate, quality results | <ul style="list-style-type: none"> ■ Eliminates bias or weak arguments ■ Looks for competing points of view ■ Focuses on issue at hand, avoiding competing issues ■ Searches for established evidence ■ Seeks truth, allowing for possibility of misinterpretations ■ Presents results confidently |
| Process: The graduate demonstrates information literacy | <ul style="list-style-type: none"> ■ Unable to identify main issue ■ Gathers some pertinent information ■ Utilizes all sources of information found without regard for credibility ■ Develops a solution that is less than logical or warranted ■ Misses or does not recognize most assumptions or misleading language in sources | <ul style="list-style-type: none"> ■ Identifies certain aspects of main issue/problem ■ Gathers pertinent information on one aspect of the issue/problem ■ Differentiates sources of information for reliability and credibility ■ Creates a possible solution which is partly plausible ■ Identifies assumptions and misleading language in some sources but misses or does not recognize in others | <ul style="list-style-type: none"> ■ Identifies main issue/problem ■ Identifies embedded issues ■ Identifies connections among issues ■ Identifies conclusions and implications ■ Utilizes multiple sources of information ■ Recognizes and works with misleading language in sources | <ul style="list-style-type: none"> ■ Identifies main issue/problem and some subsidiary, embedded or implicit aspect of it ■ Identifies some integral relationships essential to analyzing the issue ■ Examines evidence and its source; limits questions about accuracy, relevance, and bias to those that are easily apparent ■ Understands that issues may be correlated and can identify causes ■ Incorporates information to meet assignment ■ Maintains open mind while seeking evidence to confirm assumptions | <ul style="list-style-type: none"> ■ Identifies the challenge and any subsidiary, embedded, or implicit aspects of the issue ■ Identifies integral relationships essential to analyzing the issue ■ Examines evidence and its source; questions accuracy, relevance, and bias ■ Distinguishes between correlation and causation ■ Information is integrated to meet assignment ■ Analyzes the issue with clear scope and context ■ Acknowledges bias of views; identifies context ■ Questions assumptions ■ Identifies, discusses, and extends conclusions and their consequences ■ Implications are developed and presented |
| Metacognition: The graduate demonstrates critical, analytical, and reflective thinking skills | <ul style="list-style-type: none"> ■ Misses biased points of view, including own ■ Presents little or no analysis of results ■ Makes assertions not warranted by facts ■ Does not acknowledge / is not aware of own thought processes | <ul style="list-style-type: none"> ■ Identifies bias in others' points of view but not own ■ Presents analysis of results in formulaic manner ■ Makes assertions of solutions with limited factual knowledge ■ Comprehends parts of own thought processes | <ul style="list-style-type: none"> ■ Identifies biases ■ Presents reflective results without detailed analysis ■ Makes assertions without balancing against competing possibilities ■ Provides limited solutions ■ Identifies own thought processes | <ul style="list-style-type: none"> ■ Recognizes impact of bias in own and others' processes ■ Comprehends and analyzes results ■ Practices metacognition (thinking about one's thinking while one is thinking it) ■ Generates a limited number of alternative solutions ■ Communicates processes used in generating alternative solutions | <ul style="list-style-type: none"> ■ Considers own and others' biases ■ Determines value of assertions ■ Evaluates evidence in light of own bias ■ Considers the quality and relevance of evidence ■ Evaluates results ■ Qualifies own assertions with balance ■ Identifies and considers alternative solutions ■ Evaluates own thought processes for rigor and consistency |