

| Rubric for assessing Critical Thinking Submissions | | | | |
|--|---|---|--|--|
| | 1. Not Evident | 2. Occasionally Evident | 3. Evident | 4. Clearly Evident |
| Demonstrates recognition of problem or question | <p>No discernible thesis or does not identify and state the nature of the problem or the related issue(s).</p> <p>Represents the issues inaccurately or inappropriately.</p> | <p>The thesis states and identifies the main question, but does not explain why or how it is a problem or question.</p> <p>Represents the issues accurately and appropriately.</p> | <p>The thesis identifies the main question and subsidiary aspects of the problem or question.</p> <p>Articulates some understanding of the scope of the problem and the related issue(s) involved.</p> | <p>Thesis articulates a clear understanding of the scope of the problem and issue(s) involved.</p> <p>Identifies embedded or implicit issues, addressing their relationships to the thesis.</p> |
| Uses reasoning skills to develop and analyze arguments and evidence. | <p><u>Does not</u> develop an argument based on available information or evidence.</p> <p>Does not identify the key assumptions and/or evaluate the given information that underlies the issue.</p> | <p>Applies relevant thinking skills (e.g. comparing, contrasting, classifying, abstracting, analyzing, criticizing) in presenting information but without clear reference to context, assumptions, data, and evidence.</p> | <p>Applies relevant thinking skills (e.g. comparing, contrasting, classifying, abstracting, analyzing, criticizing) in presenting information with reference to context, assumptions, data, and evidence</p> <p>Suggests implications and consequences but without development.</p> | <p>Applies relevant thinking skills in presenting information.</p> <p>Develops solutions by using all available and applicable information.</p> <p>Identifies and clearly discusses implications and consequences, considering relevant assumptions, contexts, data, and evidence.</p> |
| Shows awareness of multiple points of view and integrates knowledge gained from different sources | <p>Does not acknowledge other possible perspectives or that other options were considered in developing the argument.</p> <p>Does not acknowledge and integrate information derived from other sources.</p> | <p>Acknowledges other possible perspectives although they are not clearly stated, developed, or evaluated.</p> <p>Acknowledges information derived from other sources but does not evaluate or integrate that information into the argument.</p> | <p>States clearly other salient perspectives and positions that are important to the analysis of the issue.</p> <p>Acknowledges, and examines information derived from other sources and integrates that information into the argument.</p> | <p>Clearly states and develops responses to other salient perspectives and positions that are important to the analysis of the issue.</p> <p>Acknowledges, examines and evaluates information from other sources and integrates that information and other points of view into the argument.</p> |
| Draws conclusions based on evaluation of reasons, arguments, and evidence | <p>Conclusions are not provided.</p> <p>Fails to reflect, identify or develop implications, consequences, and conclusions.</p> | <p>Conclusions are provided, but without discussion of implications or consequences.</p> <p>Little or no reflective thought is provided with regard to the assertions or to the key relationships between the other elements such as context, assumptions, or data and evidence.</p> | <p>Conclusions are stated and discussed</p> <p>Implications and consequences of the conclusion are reflected in context, relative to assumptions, and supporting evidence.</p> | <p>Stated conclusions are based on a thorough examination of evidence, a clear explanation of reasonable alternatives, and/or an evaluation of possible consequences.</p> <p>Reflection and evaluation develop and challenge solutions by using relevant information.</p> |