

Critical Thinking Rubric adapted from AAC&U VALUE Rubric

SLO	4 – Capstone	3 – Milestone, high	2 – Milestone, low	1 – Benchmark
Explanation of issues	Issue/problem to be considered is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/problem to be considered is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from reliable source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis.	Information is taken from reliable source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Information is taken from source(s) without any interpretation/evaluation.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position.	Identifies own and others' assumptions and some relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, considering the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged.	Specific position (perspective, thesis/hypothesis) considers the complexities of an issue.	Specific position (perspective, thesis/hypothesis) does not acknowledge issue complexity.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and/or obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is not always consistently tied to information; information is chosen to fit the desired conclusion; some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.