

### Critical Thinking Example Rubric

Level of Accomplishment	Expert (Graduate or Professional Level Work)	Outstanding (Above Average)	Meets Expectation (Average Performance Level)	Below Expectation	Information Not Present
	Rarely but occasionally seen in an undergraduate student	Met the expectation but also extremely well done	<b>50-70% of Students should Score Here</b>	(Promising, but not quite there)	This could be due to the responder or poor fit of the assignment
<b>Explanation of issues</b> Students will consider issues/problems critically, and ensure they are stated clearly and well defined.	Student artfully and critically analyzes issues/problems. Student asserts and describes the issues/problems uniquely and comprehensively, delivering all relevant information necessary for full understanding.	Student analyzes issues/problems. Student convincingly presents and explains the issues/problems, exemplifying most relevant information necessary for advanced understanding.	Student critically examines issues/problems. Student professionally states and explains the issues/problems, presenting highly-relevant information, necessary for clear understanding.	Student ineffectively considers issues/problems. Student states and explains the issues/problems, showing somewhat to no relevant information, which can be unnecessary for understanding the subject matter.	Information not Present
<b>Evidence Selecting and using information to investigate a point of view or conclusion</b> Students will take information from sources with enough interpretation to develop a coherent analysis.	Student obtains information source(s) from advanced sources with an profound interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Student accumulates information from source(s) from unique and academic sources with an impressive degree of interpretation/evaluation to develop a convincing analysis or synthesis. Viewpoints of experts are questioned.	Student professionally acquires Information from respectable and academic source(s) with advanced interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information not Present
<b>Student's position (perspective, thesis/hypothesis)</b> Student takes a position	Students' specific position (perspective, thesis/hypothesis) is imaginative, taking into	Students' specific position (perspective, thesis/hypothesis) is convincing, taking into	Students' specific position (perspective, thesis/hypothesis) takes into account an	Students' Specific position (perspective, thesis/hypothesis) is stated, but is simplistic	Information not Present

<p>accounting for complexities of an issue.</p>	<p>account all complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).</p>	<p>close to all complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are acknowledged (perspective, thesis/hypothesis).</p>	<p>advanced amount of complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).</p>	<p>and obvious. May acknowledge different sides of an issue.</p>	
<p><b>Conclusions and related outcomes (implications and consequences)</b> Student develops a conclusion that is informed by relevant information.</p>	<p>Student artfully crafted a conclusion 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.</p>	<p>Student designed a conclusion and related outcomes (consequences and implications) are logical and include opposing viewpoints; related outcomes (consequences and implications) are identified clearly and include student's evaluation.</p>	<p>Student developed a conclusion which is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.</p>	<p>Student attempts to create a conclusion which is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified but may be oversimplified.</p>	<p>Information not Present</p>