The Critical Thinking Rubric

1) Identifies and summarizes the problem/question at issue (and/or the source's position).

Emerging
Does not identify and summarize the problem, is confused or identifies a different and inappropriate problem.

Mastering
Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem, and identifies them clearly, addressing their relationships to each other.

Emerging
Does not identify or is confused by the issue, or represents the issue inaccurately.

Mastering
Identifies not only the basics of the issue, but recognizes nuances of the issue.

2) Identifies and presents the STUDENT'S OWN hypothesis, perspective and position as it is important to the analysis of the issue.

Emerging
Addresses a single source or view of the argument and fails to clarify the established or presented position relative to one's own. Fails to establish other critical distinctions.

Mastering
Identifies, appropriately, one's own position on the issue, drawing support from experience, and information not available from assigned sources.

3) Identifies and considers OTHER salient perspectives and positions that are important to the analysis.

Emerging
Deals only with a single perspective and fails to discuss other possible perspectives, especially those salient to the issue.

Mastering
Addresses perspectives noted previously, and additional diverse perspectives drawn from outside information.

4) Identifies and assesses the key assumptions.

Emerging
Does not surface the assumptions and ethical issues that underlie the issue, or does so superficially.

Mastering
Identifies and questions the validity of the assumptions and addresses the ethical dimensions that underlie the issue.

5) Identifies and assesses the quality of supporting data/evidence and provides additional data/evidence related to the issue.

Emerging
Merely repeats information provided,

Mastering
Examines the evidence and
taking it as truth, or denies evidence
without adequate justification.
Confuses associations and correlations
with cause and effect.

Does not distinguish between fact,
opinion, and value judgments.

source of evidence; questions its
accuracy, precision, relevance,
completeness.

Observes cause and effect and
addresses existing or potential
consequences.

Clearly distinguishes between
fact, opinion, & acknowledges
value judgments.

6) Identifies and considers the influence of the context * on the issue.

**Emerging**
Discusses the problem only in
egocentric or sociocentric terms.

Does not present the problem as
having connections to other contexts-
cultural, political, etc.

**Mastering**
Analyzes the issue with a clear
sense of scope and context,
including an assessment of the
audience of the analysis.

Considers other pertinent
contexts.

7) Identifies and assesses conclusions, implications and consequences.

**Emerging**
Fails to identify conclusions,
implications, and consequences of the
issue or the key relationships between
the other elements of the problem,
such as context, implications,
assumptions, or data and evidence.

**Mastering**
Identifies and discusses conclusions, implications, and
consequences considering
context, assumptions, data, and
evidence.

Objectively reflects upon the
their own assertions.

**Contexts for Consideration**

1. **Cultural/Social**
   Group, national, ethnic behavior/attitude

2. **Scientific**
   Conceptual, basic science, scientific method

3. **Educational**
   Schooling, formal training

4. **Economic**
   Trade, business concerns costs

5. **Technological**
   Applied science, engineering
6. Ethical Values

7. Political
   Organizational or governmental

8. Personal Experience
   Personal observation, informal character