

## Critical Thinking Assessment Rubric

Criteria	Excellent = 4	Good=3	Satisfactory=2	Unsatisfactory=1
<b>Identifies issue, question, or problem</b>	The artifact clearly presents the issue, question, or problem clearly and comprehensively with all relevant information necessary for full understanding present.	The artifact presents the issue, question, or problem with relevant information necessary though with some omissions.	The artifact presents the issue, question, or problem with relevant information but leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	The issue, problem or question to be considered critically is stated without clarification or description.
<b>Evidence</b>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent 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 is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
<b>Awareness of context and alternate perspectives</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows little awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Conclusions</b>	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 logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to the information discussed; related outcomes (consequences and implications) are oversimplified.