

B1 Critical Thinking Rubric

Critical thinking is a habit of the mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events in the process of accepting or formulating an opinion or conclusion.

B1: Students will think critically by explaining issues/problems, selecting and using evidence, considering context and assumptions, and representing their position and conclusions logically and effectively.

	Capstone 4	Milestones		Benchmark 1
		3	2	
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 and described, delivering all relevant information necessary for understanding.	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	Information is leveraged with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.	Information is leveraged with enough interpretation/evaluation to develop an analysis or synthesis.	Information is leveraged with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Information is leveraged without any interpretation/evaluation.
Student's Position, Context, and Assumptions	Thoroughly analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position. Position takes into account the complexities of an issue and synthesizes others' points of view.	Analyzes own and others' assumptions and contexts when presenting a position. Position is clear, its limits acknowledged, and other points of view are included.	Questions some assumptions and identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa). Position acknowledges different sides of an issue.	Shows an emerging awareness of present assumptions. Begins to identify some contexts when presenting a position. Position may not acknowledge different sides of an issue.
Conclusions and Related Outcomes	Conclusions and related outcomes are logical and reflect informed evaluation of evidence and perspectives.	Conclusions and related outcomes are logical and are based on evaluation of evidence and perspectives.	Conclusion is logically tied to information, and some related outcomes are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes are oversimplified.

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