

Critical Thinking Assessment Rubric, v. 4; May, 2007

Criteria	Rating=4 (Excellent)	Rating=3 (Satisfactory)	Rating=2 (Marginal)	Rating=1 (Unsatisfactory)	Score (whole #)
<p>a) Question and claim:</p> <p>Does the student clearly define the question or problem?</p> <p>Does the student clearly state a claim or thesis about that problem?</p>	<p>The central question or problem is defined clearly along with subsidiary questions that recognize the complexity of the problem</p> <p>The student takes a clear and insightful position or demonstrates creative thinking</p>	<p>The central question or problem and the position taken are clearly defined, but lack depth and complexity</p>	<p>The student has not clearly defined the central question or problem</p> <p>The position taken by the student is not clear, or more than one position can be identified</p>	<p>The student has not identified a question or problem</p> <p>The student has not made a claim</p>	
<p>b) Evidence or support:</p> <p>Does the student provide relevant evidence or support for their claim or thesis?</p>	<p>Develops consistently strong support</p> <p>The student presents clear, specific, comprehensive and relevant reasons in support of the claim or thesis and provides insights beyond basic facts.</p> <p>Identifies and rigorously evaluates all important evidence offered</p> <p>Reports and comments on the credibility of sources & the limitations of evidence, and indicates where more support is needed</p>	<p>Develops and adequately evaluates support</p> <p>Reports relevant, specific, credible information or appropriate theoretical model or concepts</p> <p>Demonstrates some evaluation of the credibility of sources and evidence</p>	<p>Provides weak or inappropriate evidence/support and does not evaluate its credibility</p> <p>The student presents some relevant reasons for the claim but the reasons are not evaluated or developed</p>	<p>No evidence/support provided for claims</p> <p>The student presents no relevant reasons for the claim.</p>	
<p>c) Organization:</p> <p>Does the student organize the project to effectively develop the claim or thesis?</p>	<p>The student provides a convincing organization that articulates the purpose and structure of the paper/projects, makes effective transitions from one reason to another, and provides a compelling summary that clearly connects the reasons and claim/thesis.</p>	<p>The work has a clear and appropriate beginning, middle and end.</p> <p>Overall, the student provides a clear organization for the argument with smooth transitions between sections and an adequate summary of the connections between the reasons and the claim/thesis.</p>	<p>The organization is sketchy.</p> <p>There are no clear connections between some of the information presented and the claim/thesis. Transitions are unclear and there is no effective summary to guide the reader/audience.</p>	<p>The paper/project has no rational or relevant organization and no argument.</p>	
<p>d) Assumptions and alternatives:</p> <p>Does the student adequately identify assumptions and preconceptions and/or acknowledge alternative explanations or positions?</p>	<p>Rigorously analyzes the implications of relevant assumptions or preconceptions in relation to the claim or thesis; and/or</p> <p>Effectively and fairly accounts for alternative explanations or positions in justifying her/his argument for the claim/thesis.</p>	<p>Addresses assumptions or preconceptions and relates them to the claim or thesis; and/or</p> <p>Accounts for alternative explanations or positions</p>	<p>Identifies assumptions or preconceptions, but does not relate them to the claim or thesis; and/or</p> <p>Mentions alternative explanations or positions, but does not fairly account for them</p>	<p>Restates ideas and claims without acknowledging assumptions or preconceptions; and/or</p> <p>Does not acknowledge any alternative explanations or positions</p>	
<p>e) Communication:</p> <p>Does the student communicate effectively?</p>	<p>Student communicates clearly, demonstrating a strong sense of audience and the best standards of the medium.</p> <p>Communication style is concise, coherent and interesting, with sophisticated structure, and consistent and appropriate tone and voice.</p> <p>Work demonstrates a mastery of the conventions of the medium.</p>	<p>Student communicates adequately, demonstrating a sense of audience and recognition of standards of the medium.</p> <p>Communication style is adequate. Minor problems with clarity, tone and voice do not detract from the content.</p> <p>Work may have insignificant mechanical problems.</p>	<p>Student shows weak communication skills and a limited command of the medium.</p> <p>Communication style is inadequate. Major problems with clarity, tone and voice.</p> <p>Mechanical errors distract from the argument.</p>	<p>Student does not communicate clearly or effectively, and demonstrates no sense of audience or standards of the medium.</p> <p>Communication style is confusing and hinders comprehension and appreciation of the content.</p> <p>Work has serious and persistent mechanical errors.</p>	

TOTAL

Comments: