

Critical Thinking Rubric

QEP Terms	CT Core Objective Terms	Paul and Elder Terms	Not Evident	Emerging	Competent	Excellent	Item Score
			1	2	3	4	
Clarify	Creative Thinking	Assumptions	Fails to identify assumptions; makes invalid assumptions	Fails to identify assumptions, or fails to explain them, or the assumptions identified are irrelevant, not clearly stated, and/or invalid	Identifies the assumptions; Makes valid assumptions	Accurately identifies assumptions (things taken for granted); makes assumptions that are consistent, reasonable, valid	
		Point of View	Ignores or superficially evaluates alternate points of view, cannot separate own vested interests and feelings when evaluating other points of view	May identify other points of view but struggles with maintaining fair mindedness; may focus on irrelevant or insignificant points of view	Identifies and evaluates relevant points of view. Is fair in examining those views	Identifies and evaluates relevant, significant points of view. Is empathic, fair in examining all relevant points of view	
Collect	Inquiry	Information	Relies on insufficient, irrelevant, or unreliable information. Fails to identify or hastily dismisses strong, relevant counter-arguments. Confuses information and inferences drawn from that information.	Gathers some credible information, but not enough; some information may be irrelevant. Omits significant information, including some strong counter arguments. Sometimes confuses information and the inferences drawn from it.	Gathers sufficient, credible, and relevant information. Includes information from opposing views. Distinguishes between information and inferences drawn from it	Gathers sufficient, credible, relevant information; observations, statements, logic, data, facts, questions, graphs, themes, assertions, descriptions, etc. Includes information that opposes as well as supports the argued position. Distinguishes between information and inferences drawn from that information	
		Concepts	Misunderstands key concepts or ignores relevant key concepts altogether	Identifies some (not all) key concepts, but use of concepts is superficial and inaccurate at times	Identifies and accurately explains and uses key concepts, but not with the depth and precision of "Excellent"	Identifies and accurately explains/uses the relevant key concepts	
Consider	Analysis	Question at issue	Fails to define clearly the issue or problem; does not recognize the core issues. Fails to maintain a fair-minded approach toward the problem	Defines the issue, but poorly (superficially, narrowly); may overlook some core issues. Has trouble maintaining a fair minded approach toward the problem	Defines the issue; identifies the core issues, but may not fully explore their depth and breadth. Demonstrates fair-mindedness	Clearly defines the issue or problem; accurately identifies the core issues. Appreciates depth and breadth of the problem. Demonstrates fair mindedness toward a problem	
	Innovation	Purpose	Does not clearly understand the purpose of the assignment.	Is not completely clear about the purpose of the assignment	Demonstrates an understanding of the assignment's purpose	Demonstrates a clear understanding of the assignments purpose	
Conclude	Evaluation	Interpretations	Uses superficial, simplistic, or irrelevant reasons and unjustifiable claims	Does follow some evidence to conclusions	Follows where evidence and reason lead to obtain justifiable, and logical conclusions	Follows where evidence and reason lead in order to obtain defensible, thoughtful, logical conclusions or solutions	
	Synthesis	Inferences	Makes illogical, inconsistent inferences. Exhibits closed-mindedness or hostility to reason; regardless of the evidence, maintains or defines views based on self-interest	Inferences are more often than not unclear, illogical, inconsistent, and/or superficial	Makes valid inferences, but not with the same depth as "Excellent"	Makes deep rather than superficial inferences. Makes inferences that are consistent with one another	
		Implications, Consequences	Ignores significant implications and consequences of reasoning	Has trouble identifying significant implications and consequences; identifies improbable implications	Identifies significant implications and consequences and distinguishes probable from improbable implications, but not with the same insight and precision of "Excellent"	Identifies the most significant implications and consequences of the reason (whether positive and/or negative). Distinguishes probable from improbable implications	

1= Thinking is unskilled and insufficient, marked by imprecision, lack of clarity, superficiality, illogicality, and inaccuracy and unfairness

2=Thinking is inconsistent, ineffective; shows a lack of consistent competence; is often unclear, imprecise, inaccurate, and superficial

3=Thinking is competent, effective, accurate and clear, but lacks the exemplary depth, precision, and insight of 4

4=Thinking is exemplary, skilled, marked by excellence in clarity, accuracy, precision, relevance, depth, breadth, logicality, and fairness