

## Critical Thinking Assessment Rubric

**GE Student Learning Outcome: Students will engage in the logical process of inquiry to analyze information from multiple perspectives to develop reasoned arguments.**

Evaluation Criteria	Advanced (4)	Proficient (3)	Developing (2)	Beginning (1)
<b>Identifying Issues:</b> Student understands the subject matter.	Identifies the main problems/issues clearly and accurately, identifies subordinate concerns, and clearly addresses the relationship between them.	Identifies the main problem clearly or accurately, and identifies subordinate concerns but may not adequately understand the relation between them.	Identifies the problem/issue vaguely or incompletely and/or confuses main and subordinate concerns.	Identifies the problem/issue inaccurately and does not adequately consider subordinate concerns.
<b>Student's Position:</b> Student offers an intervention, perspective, thesis/hypothesis.	States a clear position taking into account the subject's context and complexity and is relevant to the problem/issue under consideration.	States a clear position that is relevant to the problem/issue under consideration.	States a position that is contextualized but may be purely descriptive/summative.	No position is offered, the position is simplistic or obvious, or the position is inaccurate.
<b>Additional Positions:</b> Student considers context and the perspectives of others	Includes additional sources that provide productive context and relevant perspectives; represents these sources ethically/accurately; and substantively engages with them in support of their position.	Includes additional sources that provide productive context and relevant perspectives; adequately understands these positions (e.g. avoids misunderstandings, over-simplification, or fallacious inferences); and may engage with them in a disconnected or tangential way.	Includes additional sources whose perspectives are relevant to the topic; may misrepresent, reduce, or ignore source's position; and engages with sources in a disconnected or simplistic manner.	Includes minimal/irrelevant sources, engages with sources weakly or not at all, and/or misrepresents, reduces, or ignores the source's position.
<b>Conclusions:</b> Student comes to ethical, informed, reasoned conclusions about the subject	Presents a clearly articulated and reasoned interpretation of the information; interpretation reflects an informed evaluation of the evidence and perspectives.	Presents a reasoned interpretation of the information; interpretation may not be supported by the information presented.	Presents a synthesis of the information; interpretation is absent or unsupported.	Presents a synthesis of information that is partial and may not logically be supported by the information presented.