

Critical Thinking Rubric

“Critical thinking” can mean many things. For this assignment, The CCC Assessment Team is interested in how you draw meaning from information. We’re looking for evidence that you can work effectively with each of the modes of thought listed as A-D below. Next to each mode you can see the scoring guide that we will use to assess each paper (4 is high and 1 is low). By the time these scores are assigned, your paper will be completely anonymous, so these scores cannot affect your grade or transcript in any way. Meanwhile, your teacher will explain how your work will be evaluated for your course.

	4	3	2	1
<p>A. GIVEN <i>Observes and describes given information in relation to a question</i></p>	<p>Identifies appropriate main issue and describes it accurately, selects key component points, recognizes priorities among details in relation to given question, picks up unstated implications.</p>		<p>Identifies inappropriate main issue or none at all, describes issue inaccurately, fails to identify key component points, loses focus on given question.</p>	
	4	3	2	1
<p>B. WHEREAS <i>Analyzes the given material and shows structure of an argument</i></p>	<p>Shows connections among key points with a visible structure (diagram, outline, etc.), indicates contradictions and continuities, shows cause & effect relationships, demonstrates sound logic leading toward a generalization.</p>		<p>Ignores key points or shows inability to manipulate them, shows confusion about relationships among key points, uses faulty logic, fails to create order from details.</p>	
	4	3	2	1
<p>C. THEREFORE <i>Responds to question with conclusion or hypothesis.</i></p>	<p>Clearly states conclusion or hypothesis, shows how it emerges from the evidence, demonstrates its relationship to the given question.</p>		<p>Proposes no comprehensible conclusion or hypothesis, wanders from the given question.</p>	
	4	3	2	1
<p>D. AND SO... <i>Evaluates conclusion or hypothesis within relevant context.</i></p>	<p>Appropriately assesses conclusion or hypothesis in terms of reliability and further evidence needed, assesses external implications of the conclusion/hypothesis within a larger context.</p>		<p>Fails to assess conclusion, raises no additional questions, fails to place the argument within a relevant larger context.</p>	

RUBRIC FOR ANALYTIC SCORING OF CRITICAL THINKING

	A Given . . .	B Whereas . . .	C Therefore . . .	D And so . . .
4 Superior	Identifies appropriate main issue and describes it accurately, selects key component points, recognizes priorities among details in relation to given question, picks up unstated implications	Shows connections among key points with a visible structure (diagram, outline, etc.), indicates contradictions and continuities, shows cause & effect relationships, demonstrates sound logic leading toward a generalization.	Clearly states conclusion or hypothesis, shows how it emerges from the evidence, demonstrates its relationship to the given question.	Appropriately assesses conclusion or hypothesis in terms of its reliability and its need for further evidence, assesses implications of the conclusion/hypothesis within a larger context
3 Proficient	Identifies appropriate main issue and selects component points, does not recognize some priorities among details in relation to given question	Identifies most connections among key points, shows the structure of an argument based on key points, sketches out appropriate logic	States conclusion or hypothesis, shows how it emerges from the evidence, answers the given question	Assesses conclusion or hypothesis in terms of its own strength and mentions appropriate larger implications
2 Essential	Inadequately identifies the main issue, some ambiguity in description of issue, identifies few of the key component points	Identifies some key points, creates some order from details, but it is incomplete	Indicates conclusion or hypothesis, answers the question but explanation is weak and not supported by evidence	Indicates weak but relevant reflection on strength and implications of conclusion or hypothesis
1 In progress	Identifies inappropriate main issue or none at all, describes issue inaccurately, fails to identify component points, loses focus on given question.	Ignores key points or shows inability to manipulate them, shows confusion about relationships among key points, uses faulty logic, fails to create order from details.	Proposes no comprehensible conclusion or hypothesis, wanders from the given question.	Fails to assess conclusion, raises no appropriate additional questions, fails to place the argument within a relevant larger context.