

University of North Texas **CRITICAL THINKING** Rubric, Spring, 2014

	Advanced (4)	Proficient (3)	Developing (2)	Beginning (1)
Introduction of problem, question or issue	-Clearly identifies the challenge and subsidiary, embedded, or implicit aspects of the problem, question or issue.	-Summarizes the problem, question or issue but some nuances and details are missing or glossed over.	-Summarizes problem, question or issue, though some aspects are incorrect or confused.	-Fails to accurately identify and summarize problem, question or issue.
Presentation, interpretation and analysis of information, data, or evidence	-Examines and addresses evidence and its source. -Questions the accuracy, relevance, and completeness of evidence.	-Provides evidence of search, selection, and source evaluation skills. -Discerns fact from opinion and may recognize bias in evidence.	-Demonstrates adequate skill in searching, selecting, and evaluating sources to meet the information need. -Use of evidence is qualified and selective.	-Repeats information provided without question or dismisses evidence without adequate justification. -Data/evidence or sources are simplistic or inappropriate.
Consideration of context , assumptions, other perspectives and the credibility and authority of sources	-Analysis acknowledges complexity and bias. -Identifies influence of context, and questions assumptions. -Clearly integrates multiple perspectives and justifies own view while respecting views of others.	-Engages challenging ideas tentatively or in ways that overstate the conflict. -Identifies but mostly dismisses alternative views.	-Provides some recognition of context and consideration of assumptions and their implications.	-Approaches the issue in egocentric or socio-centric terms. -Analysis is grounded in absolutes, with little acknowledgment of own biases.
Development and presentation of argument , position or hypothesis, with logical progression	-Presents and justifies clearly and in detail own argument, position, or hypothesis while qualifying or integrating contrary views or interpretations.	-Argument, position, or hypothesis includes original thinking that acknowledges, refutes, synthesizes or extends other assertions, although some aspects have not been fully developed.	-Argument, position, or hypothesis is clearly stated but with little original consideration.	-Argument, position, or hypothesis is unclear, simplistic, or re-stated with little original consideration. -Fails to accurately present, justify or develop argument, position, or hypothesis.
Presentation of conclusions and their implications	-Identifies and discusses well-reasoned conclusions and their implications. -Integrates conclusions and implications.	-Accurately presents well-reasoned conclusions. -Presents implications that are only loosely connected to the conclusions.	-Accurately presents conclusions. -Implications are absent.	-Fails to accurately identify conclusions or implications. -Conclusions are simplistic, absolute, or attributed to an external authority.

Critical Thinking

Texas Higher Education Coordinating Board Language

Critical Thinking: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

VALUE language

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

Overview (taken from the VALUE rubric Framing Language)

This rubric is designed to be used across the disciplines, in recognition of the fact that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life. This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. If insight into the process components of critical thinking (e.g. how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Glossary

- Evidence: Source material that is used to extend, in purposeful ways, writer's ideas in a text.
- Context: The historical, ethical, political, cultural, environmental or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- Argument: A coherent and logical series of statements leading from a premise to a conclusion.
- Conclusion: A synthesis of key findings drawn from research/evidence.

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- University of Houston
- Washington State University