CRITICAL THINKING RUBRIC

Critical Thinking: Comprehensively evaluate issues, ideas, artifacts, or events before forming a conclusion.

OBJECTIVES *(Items in italics below are definitions or examples)*	ACCOMPLISHED (4)	SATISFACTORY (3)	PROGRESSING (2)	EMERGING (1)
Explanation of Issue *define terms, explore ambiguities, describe the boundaries, and define the background*	States an issue clearly and describes it comprehensively.	States an issue clearly.	States an issue but leaves out some important details.	States an issue but leaves out most important details.
Evidence *relevant context: historical, political, ethical, cultural, environmental, and circumstantial setting*	Uses appropriate evidence that includes relevant context(s), which facilitates a comprehensive analysis or synthesis of the issue.	Uses appropriate evidence that includes relevant context(s), which facilitates an adequate analysis or synthesis of the issue.	Uses mostly appropriate evidence that includes some relevant context(s), which facilitates a simplistic analysis or synthesis of the issue.	Uses some appropriate evidence that includes little relevant context(s).
Student's Position	Develops a position that thoroughly takes into account the complexities of an issue, limits of the position, and synthesizes others' points of view.	Develops a position that acknowledges the complexities of an issue, limits of the position, and others' points of view.	Develops a position but incompletely addresses the complexities of the issue, limits of the position, and others' points of view.	Develops a position but does not address the complexities of the issue, limits of the position, and others' points of view.
Conclusions, Implications, and Consequences	Develops conclusions, implications, and consequences that are logical and reflect an informed evaluation based on strength of evidence.	Develops conclusions, implications, and consequences that are logical and based on evidence.	Develops conclusions, implications, and consequences but the link to the evidence is weak.	Develops conclusions, implications, and consequences that are weak or missing evidence.

This rubric was inspired by the AAC&U VALUE rubric.   6/21/2019

GRAND VALLEY
STATE UNIVERSITY
GENERAL EDUCATION
PROGRAM