

CRITICAL THINKING RUBRIC				
Critical Thinking: Comprehensively evaluate issues, ideas, artifacts, or events before forming a conclusion.				
OBJECTIVES <i>(Items in italics below are definitions or examples)</i>	EXCEEDS (4)	SATISFACTORY (3)	PROGRESSING (2)	EMERGING (1)
Explanation of Issues, Ideas, Artifacts, or Events <i>define terms, explore ambiguities, describe the boundaries, and define the background</i>	States issues, ideas, artifacts, or events clearly and describes them comprehensively.	States issues, ideas, artifacts, or events clearly.	States issues, ideas, artifacts, or events but leaves out some important details.	States issues, ideas, artifacts, or events but leaves out most important details.
Student's Position or Interpretation	Develops a position or interpretation, based on evidence, that thoroughly takes into account the complexities of an issue, idea, artifact, or event, the limits of the position or interpretation, and other points of view.	Develops a position or interpretation, based on evidence, that acknowledges the complexities of an issue, idea, artifact, or event, the limits of the position, and other points of view.	Develops a position or interpretation, based on evidence, but incompletely addresses the complexities of the issue, idea, artifact, or event, the limits of the position, and other points of view.	Develops a position, or interpretation, based on evidence, but does not address the complexities of the issue, artifact, or event, the limits of the position, and other 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.

4/30/2025

For assessment purposes, assign a rating of 0 if the student performs below Level 1. Use a blank if the student did not complete the assessment measure (such as a test or assignment).

