Critical Thinking Value Rubric
Student Learning Outcome Assessment

<table>
<thead>
<tr>
<th>Score</th>
<th>Highly Developed 4</th>
<th>Developed 3</th>
<th>Emerging 2</th>
<th>Initial 1</th>
</tr>
</thead>
</table>

### Explanation of Issue
- **Highly Developed**: Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
- **Developed**: Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.
- **Emerging**: Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.
- **Initial**: Issue/problem to be considered critically is stated without clarification or description.

### Evidence
**Selecting and using information to investigate a point of view or conclusion**
- **Highly Developed**: Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.
- **Developed**: Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.
- **Emerging**: Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.
- **Initial**: Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.

### Influence of context and assumptions
- **Highly Developed**: Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
- **Developed**: Identifies own and others' assumptions and several relevant contexts when presenting a position.
- **Emerging**: Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).
- **Initial**: Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.

### Student's position (perspective, thesis/hypothesis)
- **Highly Developed**: Specific position (perspective, thesis/hypothesis) is sophisticated, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).
- **Developed**: Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).
- **Emerging**: Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.
- **Initial**: Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.

### Conclusions and related outcomes (implications and consequences)
- **Highly Developed**: Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.
- **Developed**: Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.
- **Emerging**: Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.
- **Initial**: Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

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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.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark level performance.*

*Rubric obtained from AAC&U and modified by Assessment Committee, November 13, 2012*