

Think Critically Scoring Rubric

Instructions: Place an X in the yellow box under the description that most closely aligns with the accomplishment of the artifact.

| | Mastered | Proficient | Competent | Advanced Beginner | Novice |
|--|---|---|--|--|-------------|
| | 4 | 3 | 2 | 1 | 0 |
| Explanation of issues: <i>Issue/problem to be considered critically.</i> | Stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. | Stated, described, and clarified so that understanding is not seriously impeded by omissions. | Stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown. | Stated without clarification or description. | Not stated. |
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| Evidence <i>Selecting and using information to investigate a point of view or conclusion.</i> | Enough interpretation/evaluation of sources to develop a comprehensive analysis or synthesis. | Enough interpretation/evaluation of sources to develop a coherent analysis or synthesis. | Some interpretation/evaluation of sources, but not enough to develop a coherent analysis or synthesis. | Sources without any interpretation/ evaluation. | No sources of information are provided. |
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| | Viewpoints of experts are provided and questioned thoroughly. | Viewpoints of experts are provided and subject to some questioning. | Viewpoints of experts are provided with very little questioning. | Viewpoints of experts are provided and accepted as fact; no questioning. | Viewpoints of experts are not presented or questioned. |
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| Influence of assumptions and contexts | Systematically and methodically analyzes own and others' assumptions. | Identifies own and others' assumptions. | May be more aware of others' assumptions than one's own (or vice versa). | Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). | Shows no awareness of present assumptions. |
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| | Carefully evaluates the relevance of many contexts. | Clearly identifies several relevant contexts. | Identifies one or two relevant contexts. | Begins to identify contexts. | Does not identify contexts. |
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| Student's position <i>(perspective, thesis/ hypothesis)</i> | Imaginative, taking into account the complexities of an issue. Limits of position are acknowledged. | Takes into account the complexities of an issue. | Acknowledges different sides of an issue. | Stated, but is simplistic and obvious. | Specific position is not stated. |
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| <i>Others' points of view (perspective, thesis/hypothesis)</i> | Fully synthesized others' points of view within position. | Acknowledged other's perspectives within position. | Somewhat recognizes others' points of view. | begins to identify at least one other point of view. | does not address others' points of view. |
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| Conclusions and related outcomes | Logical and reflect student's informed evaluation. | Logically tied to a range of information, including opposing viewpoints. | Logically tied to information (because information is chosen to fit the desired conclusion). | Inconsistently tied to some of the information discussed. | Not tied to information discussed. |
| <i>Conclusions are...</i> | | | | | |
| <i>Related outcomes (consequences and implications)</i> | Ability to place evidence and perspectives discussed in priority order is established. | Most are identified clearly. | Some are identified clearly. | Not clearly identified. | Not addressed. |
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