

**Critical Thinking Rubric (Approved by APAC and GE Assessment)**

**CORE COMPETENCY:**

At or near graduation - the ability to think in a way that is clear, reasoned, reflective, informed by evidence, and aimed at deciding what to believe or do. Dispositions supporting critical thinking include open-mindedness and motivation to seek the truth

**GE SLO Id.**

Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

**Institutional Learning Outcome:**

Thinking clearly and logically to evaluate ideas, analyze and interpret information, and draw inferences through reasoning

**Integrative Thinker**

<b>Evaluation Criteria</b>	<b>Introductory</b>	<b>Developing</b>	<b>Mastering / Highly developed</b>
<b>(Problem/Issues):</b> Student Identifies summarizes the problems/questions/issues	Identifies or summarizes the problems or issues inaccurately and/or incompletely and might confuse main and subordinate issues.	Identifies the main problem clearly or accurately, but does not address implicit or embedded issues and their relations.	Identifies the main problem or issues and subsidiary embedded or implicit aspects of the problem, and identifies them clearly, addressing their relationship to each other.
<b>(Perspective/Others and the Student's):</b> Student identifies and analyzes other perspectives (arguments) and presents his/her own perspective or position	States a position but is unclear or simplistic and obvious; recognizes the positions others take but cannot articulate those positions or recognize or properly evaluate them	States specific position and acknowledges different sides of the issues and attempts to take into account the complexity of the subject matter; however, the analysis of other positions is overly simplistic or uncharitable	States specific position taking into account the complexity of the issue and acknowledging others point of view; accurately notes limitations of other positions by clearly showing problems with the arguments/evidence used to support them; recognizes limits to one's own view as well
<b>(Evidence):</b> Student uses evidence to support positions/the evaluation of evidence	Merely repeats information provided, taking it as truth, or denies evidence without adequate justification. Makes many fallacious inferences. Does not distinguish fact, opinion and value judgement	Examines evidence and source of evidence and its accuracy, relevance, precision and completeness. Makes some fallacious inferences. Sometimes distinguishes fact, opinion and value judgement.	Examines evidence and source of evidence and its accuracy, relevance, precision and completeness. Makes few or no fallacious inferences. Clearly distinguishes fact, opinion and value judgement.
<b>(Conclusions):</b> Student Draws adequate conclusions given the evidence	Does not or cannot come to a conclusion based on the information or evidence presented or discussed; Does not or cannot see consequences/implications of the conclusion	Comes to a partial conclusion based on somewhat adequate analysis of information/evidence; discuss consequences/implications of the conclusion	Comes to a clear conclusion based on relevant information/evidence; thoroughly discuss consequences/implications of the conclusion