

Name: \_\_\_\_\_ Course/Section: \_\_\_\_\_ Assignment: \_\_\_\_\_ Rater Name: \_\_\_\_\_

**Critical Thinking Rubric**

***1. Clearly states and explains the problem, issue, or thesis, providing relevant background information.***

<i>Pre-College</i>	<i>Emerging</i>	<i>Developing</i>	<i>Mastering</i>	<i>Exemplary</i>
1	2	3	4	5
Never really states problem/issue, or shows confusion about it; thesis is unstated or unclear.	States problem/issue/thesis accurately, gives some explanation and background information (may be incomplete).	States and explains problem/issue/thesis clearly, with adequate relevant background information.	States and explains problem/issue/thesis clearly, uses background information to frame discussion well.	Explanation of problem, issue, or thesis is clear, concise, and eloquent, well-chosen information illuminates issue.

***2. Selects information from varied, appropriate sources. [This item may be modified depending on the assignment. For example, if students are told to use one source, one would focus on seeking information within it; lab experiments may also serve as information sources.]***

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1	2	3	4	5
Makes inadequate use of information sources, depends primarily on personal opinion or a single source.	Uses acceptable number of sources, but may need to be more selective with regard to quality or variety.	Includes a variety of relevant source materials, at least some of which are high quality.	Shows sophisticated research skills, seeking reasonably comprehensive, balanced information.	Sophisticated research, including novel information sources that provide a fresh perspective.

***3. Summarizes and analyzes information, stating salient points and describing inferential relations.***

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1	2	3	4	5
Summarizes inaccurately or cut/pastes without comprehension; may name one or two general points correctly.	States main points clearly and accurately, as well as some key details; describes relations of ideas in broad terms (ex: distinguishes conclusion from support).	Clarifies main points and details with only minimal errors; explains how the points relate to each other; may struggle with very complex texts.	Clearly summarizes complex texts, using logical (or other relevant) tools to describe how the parts fit together.	Uses summary and analysis to improve upon the clarity of the original without losing any important details.

**4. Synthesizes diverse ideas, coherently bringing together information from various perspectives.**

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Lists information without making significant connections, comparisons, or identifying commonalities or differences.	Employs elementary strategies to incorporate information, such as grouping by topic or classifying ideas as “agree” or “disagree.”	Actively <i>uses</i> ideas and information to build toward theme or argument; compares/contrasts well; synthesis may be a bit choppy.	Sophisticated synthesis: comparisons and analyses are made across different kinds of information, perspectives, or facts.	Integrative and analytic thinking is deep, ingenious, and accurately reflects the themes that are relevant to the issue or argument.

**5. Evaluates the logic of arguments or strength of evidence presented by others.**

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1	2	3	4	5
May make vague judgment of argument, but does not point out specific strengths or problems.	Gives overall judgment of argument/evidence, with at least one specific point; may miss flaws.	Points out strengths and weaknesses of reasoning, catching key errors or assumptions.	Gives a thorough analysis and evaluation of the argument/evidence.	Gives a thorough evaluation and offers constructive critique of the argument/evidence.

**6. Draws good inferences, explaining how evidence supports one’s conclusions.**

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1	2	3	4	5
Conclusion unstated or unclear, reasons are missing, irrelevant, or lacking in supportive facts; may state one reason.	Conclusion clearly stated, as well as some relevant supporting reasons; reasoning may include gaps or flaws.	The reasoning makes sense and provides good support for the conclusion, though some parts may be under-developed.	Clear, well-developed reasoning with no serious flaws; good explanations for how reasons lead to conclusions.	Argument is sophisticated and original, using impeccable logic to arrive at interesting results.

**7. Reflects on own reasoning, noting weaknesses and possible objections and considering ways to adapt and improve.**

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1	2	3	4	5
Does not recognize important objections or holes in own reasoning.	Shows limited awareness of strengths & weaknesses of one’s reasoning.	States at least one clear, relevant objection to one’s own reasoning.	States and responds well to relevant objections to one’s own reasoning.	Shows deep awareness of limitations of argument, suggests improvements.

