

Critical Thinking Rubric

In modern society, effective problem solving includes arguments and claims, which often rely on scientific studies and statistical evidence for support. Students should possess the critical thinking skills required to evaluate such evidence. Furthermore, students should possess the skills necessary to both recognize the problem at hand and to provide sound reasoning supported with logical, objective evidence to formulate and present a focused argument and/or solution to the issue. Finally, students need strong critical thinking skills because they are indispensable in managing everyday-life situations.

Critical Thinking Student Learning Objectives:

- **CT1** Students will demonstrate the ability to recognize problems and examine propositions and opinions.
- **CT2** Students will demonstrate the ability to assess the strength, weakness, and soundness of an argument.
- **CT3** Students will demonstrate the ability to synthesize evidence and justify results.

Critical Thinking	Area of Opportunity		Proficient		SLO Reporting	
	Ineffective (1)	Adequate (2)	Effective (3)	Exemplar (4)	Number of Students Assessed	Number of Students w/ Successfully Demonstrated Competency
CT1 Students will demonstrate the ability to recognize problems and examine propositions and opinions.	Little or no evidence of critical thinking application exists. Minimal accuracy, analysis, and thought provided. Exclusively repeating information from the texts or lecture material rather than addressing issues.	Minimal evidence of critical thinking application exists. Some accuracy, but much more analysis and thought needed. Almost exclusively repeating information from the texts or lecture material rather than addressing issues.	Some evidence of critical thinking application. Arguments are generally accurate, but could be improved with more analysis and creative thought. Tendency to recite facts or textual information rather than address issues.	Clear evidence of critical thinking application, analysis, synthesis, and evaluation. Arguments are characterized by clarity of argument, depth of insight into issues, originality of treatment, and relevance.		
CT2 Students will demonstrate the ability to assess the strength, weakness, and soundness of an argument.	Provides little or no focus (either stated or implied) to the material. May explore the topic in a holistic manner, but most points are not connected to an overall purpose or unifying idea.	Provides some focus (either stated or implied) to the material, but the overall point or effect is somewhat unclear. May explore the topic in a holistic manner, stating valid points; however, insights are not consistently integrated with a unifying idea.	Focuses the material to convey a generally unified point or effect (either stated or implied). Insights are presented in a generally coherent and effective manner.	Focuses the material to convey a clear, unified point or effect (either stated or implied). Insights are presented in a coherent and effective manner.		

<p>CT3 Students will demonstrate the ability to synthesize evidence and justify results.</p>	<p>The argument employs little to no awareness of the criteria by which knowledge is verified in the selected discipline. Opinions and information summaries are presented as matters of fact. Key claims are not supported with quality, objective evidence.</p>	<p>The argument employs minimal awareness or use of validation criteria in the selected discipline but employs them mechanically or superficially. There may be oversimplifications and misconceptions (e.g., assuming statistics results are true). Some, but not all, key claims are supported with quality, objective evidence.</p>	<p>The argument accurately employs validation criteria for the selected discipline. Relevant and credible information is generally used effectively to support and advance most key claims.</p>	<p>The argument accurately employs validation criteria for the selected discipline. The information used is relevant, credible, and integrated purposefully.</p>		
---	---	--	---	--	--	--