Critical Thinking Scoring Rubric

	Assesses conclusions, implications, and consequences		Uses other perspectives and positions		Analyzes supporting data and evidence		Communicates own perspective, hypothesis, or position.		Considers context and assumptions		Summarized problem, question, or issue		Rating Criteria	
	su at	ŋ	0 7 1 1 0 1		8 0 0 8								NA	
_	consequences, or conclusion is a simplistic summary. Conclusion are absolute, and may attribute conclusion to external authority.	I I	Deals with a single perspective and fails to discusothers' perspective. Adopts a single idea with little question. Alternatives are not integrated. Ideas are obvious. Avoids discomforting ideas. Treats other positions superficially. No evidence of self-assessment.	_	skills. Repeats information without question or dismisses evidence without justification. Does a distinguish between fact and opinion. Evidence simplistic, inappropriate or not related to topic.	No evidence of all at	consideration. Addresses a single view of the argument, failing to clarify the position relativone's own. Fails to justify own opinion or hypothesis is unclear or simplistic.	Position is clearly adout	Approach to the issue is in egocentric and socio centric terms. Does not relate to other contexts. Analysis is grounded in absolutes, with little acknowledgement of own biases. Does not recognize context and underlying ethical implications.	1	Does not attempt to or fails to identify and summarize accurately.			
2	ns, implications, and on is a simplistic e absolute, and may ernal authority.	2	Deals with a single perspective and fails to discuss others' perspective. Adopts a single idea with little question. Alternatives are not integrated. Ideas are obvious. Avoids discomforting ideas. Treats other positions superficially. No evidence of self-assessment.	2	skills. Repeats information without question or dismisses evidence without justification. Does not distinguish between fact and opinion. Evidence is simplistic, inappropriate or not related to topic.	2	consideration. Addresses a single view of the argument, failing to clarify the position relative to one's own. Fails to justify own opinion or hypothesis is unclear or simplistic.	2	Approach to the issue is in egocentric and sociocentric terms. Does not relate to other contexts. Analysis is grounded in absolutes, with little acknowledgement of own biases. Does not recognize context and underlying ethical implications.	2	fails to identify and	Emerging		
3	Conclusions consider evidence of consequen extending beyond a single issue. Presents implications that may impact other people or issues. Presents conclusions as only loosely related to consequences. Implications may include vague reference to conclusions.	3	Begins to relate alternative views. Rough integration of multiple viewpoints. Ideas are investigated in a limited way. May overstate conflict or dismiss alternative views hastily. Analysis of other views mostly accurate. Sor evidence of self-assessment.	w	Demonstrates adequate skill in selecting and evaluating sources to meet information need of evidence is selective, discerns fact from of and may recognize bias. Appropriate eviden provided although exploration is routine.	3	Presents own position, which includes some original thinking, though inconsistently. Just own position without addressing other views does so superficially. Position is generally calthough gaps may exist.	3	Presents and explores relevant contexts and assumptions, although in a limited way. Ar includes some outside verification, but prim relies on authorities. Provides some considuor of assumptions and their implications.	3	Summarizes issue, though s incorrect or confused. Nuar are missing or glossed over.	Do	Ratin	
	Conclusions consider evidence of consequences extending beyond a single issue. Presents implications that may impact other people or issues. Presents conclusions as only loosely related to consequences. Implications may include vague reference to conclusions.	4	Begins to relate alternative views. Rough integration of multiple viewpoints. Ideas are investigated in a limited way. May overstate conflict or dismiss alternative views hastily. Analysis of other views mostly accurate. Some evidence of self-assessment.	4	Demonstrates adequate skill in selecting and evaluating sources to meet information need. Use of evidence is selective, discerns fact from opinion and may recognize bias. Appropriate evidence is provided although exploration is routine.	4	Presents own position, which includes some original thinking, though inconsistently. Justifies own position without addressing other views or does so superficially. Position is generally clear, although gaps may exist.	4	Presents and explores relevant contexts and assumptions, although in a limited way. Analysis includes some outside verification, but primarily relies on authorities. Provides some consideration of assumptions and their implications.	4	Summarizes issue, though some aspects are incorrect or confused. Nuances and key details are missing or glossed over.	Developing	Rating Scale	
5	Identifies and discusses conclusions, implications, and consequences. Consider context, assumptions, and evidence. Qualifies own assertions. Consequences are considered and integrated. Implications are developed and consider ambiguities.	5	Addresses diverse perspectives from a variety of sources to qualify analysis. Any analogies are used effectively. Clearly justifies own view while respecting views others. Analysis of other positions is accurate and respectful. Evidence of reflection and self-assessment	h	Evidence of source evaluation skills. Examines evidence and questions accuracy and relevance. Recognizes bias. Sequence of presentation reflects clear organization of ideas, subordinating for importance and	5	Position demonstrates ownership. Appropriately identifies own position, drawing support from experience and information not from assigned sources Justifies own view while integrating contrary interpretations. Hypothesis demonstrates sophisticated thought.	5	Analyzes the issue with a clear sense of scope and context, including an assessment of audience. Identifies influence of context Questions assumptions, addressing ethical dimensions underlying the issue.	٠, ١	Clearly identifies the challenge and subsidiary, embedded, or implicit a the issue. Identifies integral relation essential to analyzing the issue.	Mas		
6 O	quences. Considers quences. Considers nd evidence.	6	pectives from a Nialify analysis. Any ctively. Clearly ctively. Clearly le respecting views repositions is crossitions is crossitions is crossitions is crossitions. Evidence of Sament	S	aluation skills. d questions accuracy nizes bias. Sequences sclear organization or importance and		on, ond ces.	Q\(\sigma\)	ense of assessme of conte		Clearly identifies the challenge and subsidiary, embedded, or implicit aspects of the issue. Identifies integral relationships be essential to analyzing the issue.	toring	= 1:	

	Communicates effectively
-	In many places, language obscures meaning. Grammar, syntax, or other errors are distracting or repeated. Little evidence of proofreading. Style is inconsistent or inappropriate. Work is unfocused and poorly organized; lacks logical connection of ideas. Format is absent, inconsistent or distracting. Few sources are cited or used correctly.
2	bscures meaning. errors are distracting or f proofteading. Style is ie. orly organized; lacks Format is absent, ed correctly.
3	In general, language does not interfere with communication. Errors are not distracting or frequent, although there may be some problems with more difficult aspects of style and voice. Basic organization is apparent; transitions connect ideas, although they may be mechanical. Format is appropriate although at times inconsistent. Most sources are cited and used correctly.
4	or frequent, although rms with more difficult arent; transitions connect be mechanical. Format times inconsistent.
5	Language clearly and effectively communicates ideas. May at times be nuanced and eloquent. Errors are minimal. Style is appropriate for audience. Organization is clear; transitions between ideas enhance presentation. Consistent use of appropriate format. Few problems with other components of presentation. All sources are cited and used correctly, demonstrating understanding or economic, legal, and social issues involved with the use of the information.
6	ffectively fay at times be fay at times be ansitions between ion. Consistent use Few problems with esentation. d used correctly, involved with the use

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