

Critical Thinking Scoring Rubric

Rating Criteria	NA	Rating Scale				
		Emerging		Developing		
Summarized problem, question, or issue		Does not attempt to or fails to identify and summarize accurately.		Summarizes issue, though some aspects are incorrect or confused. Nuances and key details are missing or glossed over.		Clearly identifies subsidiary, embeds the issue. Identifies essential to analysis
		1	2	3	4	5
Considers context and assumptions		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.		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.		Analyzes the issue's scope and context of audience. Identifies key dimensions and assumptions
		1	2	3	4	5
Communicates own perspective, hypothesis, or position.		Position is clearly adopted with little 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.		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.		Position demonstrates originality. Appropriately draws supporting information not contradictory to own interpretation
		1	2	3	4	5
Analyzes supporting data and evidence		No evidence of selection or source evaluation 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.		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.		Evidence of source selection and evaluation. Examines evidence and relevance. Considers impact of presentation and audience
		1	2	3	4	5
Uses other perspectives and positions		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 discomfiting ideas. Treats other positions superficially. No evidence of self-assessment.		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.		Addresses diverse perspectives. Variety of sources used. Analogies are used to justify own views. Analyzes others. Analysis is accurate and reflects on own position
		1	2	3	4	5
Assesses conclusions, implications, and consequences		Fails to identify conclusions, implications, and consequences, or conclusion is a simplistic summary. Conclusions are absolute, and may attribute conclusion to external authority.		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.		Identifies and discusses implications, and consequences in context, assumptions. Qualifies own conclusions. Conclusions are considered and developed and consequences are addressed
		1	2	3	4	5

Communicates effectively		<p>In many places, language obscures meaning. Grammar, syntax, or other errors are distracting or repeated. Little evidence of proofreading. Style is inconsistent or inappropriate.</p> <p>Work is unfocused and poorly organized; lacks logical connection of ideas. Format is absent, inconsistent or distracting.</p> <p>Few sources are cited or used correctly.</p>	<p>In general, language does not interfere with communication.</p> <p>Errors are not distracting or frequent, although there may be some problems with more difficult aspects of style and voice.</p> <p>Basic organization is apparent; transitions connect ideas, although they may be mechanical. Format is appropriate although at times inconsistent.</p> <p>Most sources are cited and used correctly.</p>	<p>Language clearly communicates ideas to a wide audience.</p> <p>Errors are minimal and do not distract from the message.</p> <p>Organization is logical and enhances the communication of ideas.</p> <p>All sources are cited and used correctly.</p>
		1	2	3

Problem Solving Skills Rubric

Student _____ Course _____ Date _____

Intended Outcome: the student will use inquiry, quantitative, & analytical reasoning to solve problems.

Performance Area	Rating = 4	Rating = 3	Rating = 2	Rating = 1	Score
Defining the Problem	Student states the problem clearly and identifies underlying issues.	Student adequately defines the problem.	Student fails to define the problem adequately.	Student does not identify the problem.	
Developing a Plan to Solve the Problem	Student develops a clear and concise plan to solve the problem, with alternative strategies, and follows the plan to conclusion.	Student develops an adequate plan and follows it to conclusion.	Student develops a marginal plan, and does not follow it to conclusion.	Student does not develop a coherent plan to solve the problem.	
Collecting and Analyzing Information	Student collects information from multiple sources and analyzes the information in-depth.	Student collects adequate information and performs basic analyses.	Student collects inadequate information to perform meaningful analyses.	Student collects no viable information.	
Interpreting Findings and Solving the Problem	Student provides a logical interpretation of the findings and clearly solves the problem, offering alternative solutions.	Student provides an adequate interpretation of the findings and solves the problem, but fails to provide alternatives.	Student provides an inadequate interpretation of the findings and does not derive a logical solution to the problem.	Student does not interpret the findings/reach a conclusion.	
Total					
Overall Score = Total/4					

GRADING RUBRIC FOR A RESEARCH PAPER—ANY DISCIPLINE

CATEGORY	4	3	2	1
Introduction/ Thesis _____	*exceptional introduction that grabs interest of reader and states topic. **thesis is exceptionally clear, arguable, well-developed, and a definitive statement.	*proficient introduction that is interesting and states topic. **thesis is clear and arguable statement of position.	*basic introduction that states topic but lacks interest. **thesis is somewhat clear and arguable.	*weak or no introduction of topic. **paper's purpose is unclear/thesis is weak or missing.
Quality of Information/ Evidence _____	*paper is exceptionally researched, extremely detailed, and historically accurate. **information clearly relates to the thesis.	*information relates to the main topic. **paper is well-researched in detail and from a variety of sources.	*information relates to the main topic, few details and/or examples are given. **shows a limited variety of sources.	*information has little or nothing to do with the thesis. **information has weak or no connection to the thesis.
Support of Thesis/Analysis _____	*exceptionally critical, relevant and consistent connections made between evidence and thesis. **excellent analysis.	*consistent connections made between evidence and thesis **good analysis.	*some connections made between evidence and thesis. **some analysis.	*limited or no connections made between evidence and thesis. **lack of analysis.
Organization/ Development of Thesis _____	*exceptionally clear, logical, mature, and thorough development of thesis with excellent transitions between and within paragraphs.	*clear and logical order that supports thesis with good transitions between and within paragraphs.	*somewhat clear and logical development with basic transitions between and within paragraphs.	*lacks development of ideas with weak or no transitions between and within paragraphs.
Conclusion _____	*excellent summary of topic with concluding ideas that impact reader. **introduces no new information.	*good summary of topic with clear concluding ideas. **introduces no new information.	*basic summary of topic with some final concluding ideas. **introduces no new information.	*lack of summary of topic.
Style/Voice _____	*style and voice are not only appropriate to the given audience and purpose, but also show originality and creativity. **word choice is specific, purposeful, dynamic and varied. ***sentences are clear, active (subject-verb-object), and to the point.	*style and voice appropriate to the given audience and purpose. **word choice is specific and purposeful, and somewhat varied throughout. ***sentences are mostly clear, active (SVO), and to the point.	*style and voice somewhat appropriate to given audience and purpose. **word choice is often unspecific, generic, redundant, and clichéd. ***sentences are somewhat unclear; excessive use of passive voice.	*style and voice inappropriate or do not address given audience, purpose, etc. **word choice is excessively redundant, clichéd, and unspecific. ***sentences are very unclear.
Grammar/Usage/ Mechanics _____	*control of grammar, usage, and mechanics. **almost entirely free of spelling, punctuation, and grammatical errors.	*may contain few spelling, punctuation, and grammar errors.	*contains several spelling, punctuation, and grammar errors which detract from the paper's readability.	*so many spelling, punctuation, and grammar errors that the paper cannot be understood.

Citation Format <hr/>	*conforms to MLA rules for formatting and citation of sources are perfect.	*conforms to MLA rules for formatting and citation of sources with minor exceptions.	*frequent errors in MLA format.	*lack of MLA format/numerous errors.
Works Cited/Bibliography <hr/>	*entries entirely correct as to MLA format.	*entries mostly correct as to MLA format.	*frequent errors in MLA format.	*lack of MLA format/numerous errors.

Additional Comments: