**Critical Thinking ILO Rubric -- Essays**

|  | **Exemplary** | **Competent** | **Developing** | **Beginning** | **Score/Level** |
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| Explanation of Issues | Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. | Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions. | Issue/problem to be considered critically is stated, but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown. | Issue/problem to be considered critically is stated without clarification or description. |  |
| Evidence | Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. | Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.  Viewpoints of experts are subject to questioning. | Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning. | Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question. |  |
| Analysis | Evidence is organized and synthesized insightfully to reveal patterns, differences, or similarities related to focus. | Evidence is organized to reveal important patterns, differences, or similarities related to focus. | Evidence is organized, but the organization is not effective in revealing important patterns, differences, or similarities. | Evidence may be listed, but is not organized and/or is unrelated to focus. |  |
| Conclusions and Related Outcomes (Implications and Consequences) | Conclusions and related outcomes (consequences and implications) are logically arrived at and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order. | The conclusion arises specifically from and responds specifically to the evidence and analysis. Related outcomes (consequences and implications) are identified clearly. | The conclusion is logically tied to information because information is chosen to fit the desired conclusion, or it is overly general.  Some related outcomes (consequences and implications) are identified clearly. | The conclusion is inconsistently tied to some of the information discussed; it may be ambiguous, illogical, or unsupportable from evidence and analysis. Related outcomes (consequences and implications) are overly simplified. |  |
| Perspective and Concession | The author's position is imaginative, taking into account the complexities of an issue. Others' points of view are addressed and synthesized. | The author's position takes into account the complexities of an issue. Others' points of view are taken into account and minimally addressed. | The author's position is relatively simplistic. Others' points of view are acknowledged. | The position is stated, but is simplistic and obvious. Others' points of view are not acknowledged. |  |