

# Critical Thinking ILO Rubric -- Essays

## Critical Thinking

Students demonstrate critical thinking skills when they:

- identify problems or arguments and isolate facts related to arguments;
- use evidence and sound reasoning to justify well-informed positions; and
- generate multiple solutions to problems and predict consequences

	Advanced (3pts)	Proficient (2pts)	Emerging (1pt)	Insufficient (0pts)	Score/Level
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 analyzed and synthesized insightfully to reveal patterns, differences, or similarities related to argument.	Evidence is analyzed to reveal important patterns, differences, or similarities related to argument.	Evidence is analyzed, 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 argument.	
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.	

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<b>Multiple Perspectives and Concessions</b>	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.	