

CRITICAL THINKING & PROBLEM SOLVING RUBRIC

Competency in critical thinking is a student's ability to analyze and organize information, recognize and use unique ideas, use problem-solving strategies, and/or develop creative responses.

Scores should be assigned for all applicable skills dimensions outlined below.

If the parameters of the assignment used to measure this student learning outcome do not offer the opportunity to demonstrate a given performance criterion, a score of N/A should be recorded.

ISLO 1	4 Exemplary	3 Accomplished	2 Developing	1 Beginning
1a: Identify & Explain Issues in Context Interpret, analyze, and assess available evidence, information, and ideas	Clearly identifies and summarizes main issues/problems in relation to relevant contexts; successfully explains why/how they are problems or questions; and identifies embedded or implicit issues, addressing their relationships to each other.	Successfully identifies and summarizes the main issues/problems in relation to relevant contexts, but does not explain why/how they are problems or create questions.	Identifies main issues/problems but not in relation to relevant contexts or does not summarize or explain them clearly or sufficiently.	Fails to identify, summarize, or explain the main issues/problems or question in relation to relevant contexts. Represents the issues inaccurately or inappropriately.
1b: Evaluate Implications & Consequences Explore implications, inferences, assumptions, and alternate solutions	Identifies and thoroughly assesses important implications and consequences, considering all relevant contexts, options, and evidence.	Identifies and assesses important implications and consequences, considering most but not all the relevant contexts, options, and evidence.	Identifies some implications and consequences, but only partially assesses them with unclear, underdeveloped, or incomplete consideration of context, options, and evidence.	Attempts to identify implications and consequences, but fails to assess them or consider the key relationships between the other elements of the problem (context, options, and evidence).
1c: Formulate Conclusion(s) Construct and defend logical conclusions that are firmly supported by sufficient and relevant evidence	Formulates a clear and precise personal point of view that offers a logical solution/conclusion firmly supported by the evidence.	Formulates a clear and precise personal point of view that offers a reasonable solution/conclusion adequately supported by the evidence.	Formulates a vague or indecisive point of view that offers a functional but underdeveloped or ineffective solution/conclusion with insufficient support from the evidence.	Attempts to formulate own point of view but fails to offer a clear solution/conclusion or offers one that is not effective or appropriate based on the evidence.
1d) Consider Alternate Perspectives/Solutions Formulate creative solutions in consideration of and in response to relevant contexts, opinions, opposition	Acknowledges objections, rival positions, and alternate solutions/conclusions and thoroughly assesses their strengths and weaknesses.	Identifies major objections, rival positions, and alternate solutions/conclusions and competently assesses their strengths and weaknesses.	Anticipates minor but not major objections and rival positions, or considers weak but not strong alternative solutions/ conclusions. Attempts to assess their strengths and weaknesses are only partially effective or incomplete.	Fails to anticipate objections or fails to consider rival positions and alternate solutions/conclusions. Attempts to assess their strengths or weaknesses are minimal or absent.

This rubric was initially adapted from the Aims Community College rubric for Critical Thinking, which is aligned with the Association of American Colleges and Universities (AAC&U) VALUE rubric. This expanded rubric was designed specifically for assessing community college student learning. The original VALUE rubrics may be accessed at <http://www.aacu.org/value-rubrics>.