Aims Community College Critical Thinking Rubric

Common Learning Outcome:

Students should be able to evaluate real-world examples in terms of course content and knowledge, applying thinking skills focused on critical thinking.

Learning Outcomes specific to Critical Thinking competency

Students should be able to:

Identifies & Explains/Explores Issues
- identify issues
- explain/explore issues

Recognizes Audience and/or Stakeholders
- recognize their audience and stakeholders
- address how audience and stakeholders are related

Examine Context
- recognize relevant contexts
- identify the influence contexts have

Frames Personal Responses and Acknowledges Other Perspectives
- form a personal point of view
- address alternate perspectives

Evaluates Assumptions
- identify relevant assumptions

Evaluates Evidence
- identify key information
- evaluate information for credibility

Evaluates Implications, Conclusions, and Consequences
- identify implications, conclusions, and consequences
- discuss implications, conclusions, and consequences

Level Criteria	Arrived - 4	Arriving - 3	Approaching - 2	Progressing - 1
Identifies & Explains/Explores Issues	Clearly identifies and summarizes main issues and 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, but does not explain why/how they are problems or create questions	Identifies main issues but does not summarize or explain them clearly or sufficiently	Fails to identify, summarize, or explain the main problem or question. Represents the issues inaccurately or inappropriately.
Recognizes Audience and/or Stakeholders	Recognizes the major and minor audiences and/or stakeholders. Infers motives and causes. Acknowledges how the audiences/stakeholders interrelate.	Recognizes the major audiences and/or stakeholders. Infers some motives, causes or how the audiences/stakeholders interrelate.	Acknowledges major audiences and/or stakeholders but does not identify any of the motives, causes or how they interrelate.	Attempts to recognize major or minor audiences/stakeholders. However motives, causes, and relationships are unclear or not articulated.
Examine Context (i.e., cultural/social, educational, technological, political, scientific, economic, ethical, personal experience)	Clearly and thoroughly recognizes relevant contexts. Identifies the influence the contexts have.	Explores relevant contexts and acknowledges some influence the contexts have.	Demonstrates some understanding of contexts but does not clearly identify relevant contexts or the influence the contexts have.	Fails to accurately identify and explain any relevant contexts. Presents problems as having no connections to other conditions or contexts.
Frames Personal Responses and Acknowledges Other Perspectives	Not only formulates a clear and precise personal point of view, but also acknowledges objections and rival positions and provides convincing replies to these. Evidence of reflection and self-assessment.	Formulates a clear and precise personal point of view concerning the issue, and seriously discusses its weaknesses as well as its strengths. Some evidence of self-assessment.	Formulates a vague and indecisive point of view, or anticipates minor but not major objections to his/her point of view, or considers weak but not strong alternative positions. . No evidence of self-assessment.	Attempts to formulate own point of view, but fails to anticipate objections to his/her point of view **or** fails to consider other perspectives and position.

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Evaluates Assumptions	Not only identifies and evaluates all the important assumptions, but also some of the more hidden, more abstract ones.	Identifies and evaluates all the important assumptions, but not the ones deeper in the background – the more abstract ones.	Identifies some of the most important assumptions, but does not evaluate them for plausibility or clarity.	Attempts to identify an assumption behind the claims and recommendations made, but overlooks other relevant assumptions.
Evaluates Evidence	Not only identifies and rigorously evaluates all important evidence offered, but also provides new data or information for consideration.	Identifies all important evidence and rigorously evaluates it.	Successfully identifies data and information that counts as evidence but fails to thoroughly evaluate its credibility.	Attempts to identify data and information that counts as evidence for truth- claims but fails to evaluate its credibility.
Evaluates Implications, Conclusions, and Consequences	Identifies and thoroughly discusses implications, conclusions, and consequences, considering all relevant assumptions, contexts, data, and evidence.	Identifies and briefly discusses implications, conclusions, and consequences considering most but not all the relevant assumptions, contexts, data, and evidence.	Suggests some implications, conclusions, and consequences, but without clear reference to context, assumptions, data, and evidence.	Attempts to identify implications, conclusions, and consequences of the issue, but the key relationships between the other elements of the problem (context, assumptions, or data and evidence) are not discussed/documented.
Overall Rating ILSLO-Critical Thinking **Mark the appropriate level (4, 3, 2, 1)**	(4.00)	(3.99-3.00)	(2.99-2.00)	(1.99-1.00)

This rubric was initially adapted from the Association of American Colleges and Universities (AAC&U) VALUE rubrics. The original VALUE rubrics may be accessed on their website at http://www.aacu.org/value-rubrics Reviewed Fall 2015

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