

QEP Student Critical Thinking Rubric

Date:

Course:

Evaluator:

Activity or Assignment:

Student or Group:

Trait	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	Not Applicable
Purpose	<ul style="list-style-type: none"> Does not clearly understand the purpose of the assignment 	<ul style="list-style-type: none"> Demonstrates an understanding of the assignment's purpose 	<ul style="list-style-type: none"> Demonstrates a clear understanding of the assignment's purpose 	
Key Question, Problem, or Issue	<ul style="list-style-type: none"> Defines the issue, but poorly (superficially, narrowly); may overlook some core issues or fails to clearly define the issue or problem Has trouble maintaining a fair-minded approach toward the problem 	<ul style="list-style-type: none"> Defines the issue; identifies the core issues, but may not fully explore their depth and breadth Demonstrates fair-mindedness 	<ul style="list-style-type: none"> Clearly defines the issue or problem; accurately identifies the core issues Appreciates depth and breadth of problem Demonstrates fair-mindedness toward problem 	
Point of View	<ul style="list-style-type: none"> May identify other points of view but struggles with maintaining fair-mindedness; may focus on irrelevant or insignificant points of view 	<ul style="list-style-type: none"> Identifies and evaluates relevant points of view Is fair in examining those views 	<ul style="list-style-type: none"> Identifies and evaluates relevant significant points of view Is empathetic, fair in examining all relevant points of view 	
Information	<ul style="list-style-type: none"> Gathers some credible information, but not enough; some information may be irrelevant or unreliable Omits significant information, including some strong counter-arguments Sometimes confuses information and the inferences drawn from it 	<ul style="list-style-type: none"> Gathers sufficient, credible, and relevant information Includes some information from opposing views Distinguishes between information and inferences drawn from it 	<ul style="list-style-type: none"> Gathers sufficient, credible, relevant information: observations, statements, logic, data, facts, questions, graphs, themes, assertions, descriptions, etc. Includes information that opposes as well as supports the argued position Distinguishes between information and inferences drawn from that information 	
Concepts	<ul style="list-style-type: none"> Identifies some (not all) key concepts, but use of concepts is superficial and inaccurate at times or ignores relevant key concepts altogether 	<ul style="list-style-type: none"> Identifies and accurately explains and uses the key concepts, but not with the depth and precision of a "3" 	<ul style="list-style-type: none"> Identifies and accurately explains/uses the relevant key concepts 	
Assumptions	<ul style="list-style-type: none"> Fails to identify assumptions, or fails to explain them, or the assumptions identified are irrelevant, not clearly stated, and/or invalid 	<ul style="list-style-type: none"> Identifies assumptions Makes valid assumptions 	<ul style="list-style-type: none"> Accurately identifies assumptions (things taken for granted) Makes assumptions that are consistent, reasonable, valid 	
Interpretations and Inferences	<ul style="list-style-type: none"> Does follow some evidence to conclusions, but inferences are more often than not unclear, illogical, inconsistent, and/or superficial May also exhibit closed-mindedness or hostility to reason; regardless of evidence, maintains or defends views based on self-interest 	<ul style="list-style-type: none"> Follows where evidence and reason lead to obtain justifiable, logical conclusions Makes valid inferences, but not with the same depth and as a "3" 	<ul style="list-style-type: none"> Follows where evidence and reason lead in order to obtain defensible, thoughtful, logical conclusions or solutions Makes deep rather than superficial inferences Makes inferences that are consistent with one another 	
Implications and Consequences	<ul style="list-style-type: none"> Has trouble identifying significant implications and consequences; identifies improbable implications 	<ul style="list-style-type: none"> Identifies significant implications and consequences and distinguishes probable from improbable implications, but not with the same insight and precision as a "3" 	<ul style="list-style-type: none"> Identifies the most significant implications and consequences of the reasoning (whether positive and/or negative) Distinguishes probable from improbable implications 	

Adapted from Foundation for Critical Thinking, *Critical Thinking Grid*. Retrieved from <http://www.criticalthinking.org/pages/critical-thinking-testing-and-assessment/594>