B1 Critical Thinking Rubric

Critical thinking is a habit of the mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events in the process of accepting or formulating an opinion or conclusion.

B1: Students will think critically by explaining issues/problems, selecting and using evidence, considering context and assumptions, and representing their position and conclusions logically and effectively.

<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

**Explanation of Issues**
- **Issue/problem to be considered** is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
- **Issue/problem to be considered** is stated and described, delivering all relevant information necessary for understanding.
- **Issue/problem to be considered** is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.
- **Issue/problem to be considered** is stated without clarification or description.

**Evidence**
- Information is leveraged with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.
- Information is leveraged with enough interpretation/evaluation to develop an analysis or synthesis.
- Information is leveraged with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.
- Information is leveraged without any interpretation/evaluation.

**Student’s Position, Context, and Assumptions**
- Thoroughly analyzes own and others’ assumptions and carefully evaluates the relevance of contexts when presenting a position. Position takes into account the complexities of an issue and synthesizes others’ points of view.
- Analyzes own and others’ assumptions and contexts when presenting a position. Position is clear, its limits acknowledged, and other points of view are included.
- Questions some assumptions and identifies several relevant contexts when presenting a position. May be more aware of others’ assumptions than one’s own (or vice versa). Position acknowledges different sides of an issue.
- Shows an emerging awareness of present assumptions. Begins to identify some contexts when presenting a position. Position may not acknowledge different sides of an issue.

**Conclusions and Related Outcomes**
- Conclusions and related outcomes are logical and reflect informed evaluation of evidence and perspectives.
- Conclusions and related outcomes are logical and are based on evaluation of evidence and perspectives.
- Conclusion is logically tied to information, and some related outcomes are identified clearly.
- Conclusion is inconsistently tied to some of the information discussed; related outcomes are oversimplified.

Adapted from “Critical Thinking VALUE Rubric” by the Association of American Colleges and Universities, 2009, [https://www.aacu.org/value-rubrics](https://www.aacu.org/value-rubrics). This derivative work is licensed under CC BY-NC-SA 4.0.