

CRITICAL THINKING

Definition: Students apply a rational and methodical approach to problem solving based on use of appropriate evidence.

OBJECTIVES	EXCELLENT 4	PROFICIENT 3	DEVELOPING 2	BEGINNING 1	NOT EVIDENT 0
Identify, interpret, and evaluate issue/problem.	Issue/problem clearly stated, described, and delivered with full and complete relevant information or evidence.	Issue/problem stated, described, and delivered with relevant information or evidence.	Issue/problem somewhat stated, described, and delivered with relevant, but incomplete information or evidence.	Issue/problem somewhat stated, but delivered without adequate or relevant information or evidence.	Issue/problem not stated, and delivered without any relevant information or evidence.
Evidence used to investigate and support statement and observations.	Evidence taken from source(s) sufficient to interpretation or evaluation to develop a comprehensive and coherent analysis.	Evidence taken from source(s) sufficient to interpretation or evaluation to develop a coherent analysis.	Evidence taken from source(s) insufficient to interpretation or evaluation and not enough to develop a coherent analysis.	Evidence taken from source(s) insufficient to interpretation or evaluation and inadequate for any analysis.	No evidence that source(s) were used.
Student's application of principles to guide development of perspective or thesis or hypothesis.	Perspective, thesis, or hypothesis is imaginative, taking in complexities of an issue. Limits of perspective, thesis, or hypothesis and opposing positions are noted and explained.	Perspective, thesis, or hypothesis is imaginative, taking in complexities of an issue. Opposing positions are noted.	Perspective, thesis, or hypothesis is somewhat stated and acknowledges opposing or different positions might exist.	Perspective, thesis, or hypothesis is inadequately stated and is simplistic and obvious.	No perspective, thesis, or hypothesis is stated.
Evaluation, relevance and credibility of the solutions, outcomes, or conclusions.	Solutions, outcomes, or conclusions are logical and reflect student's informed evaluation and ability to place evidence, perspective, thesis, or hypothesis in priority order.	Solutions, outcomes, or conclusions are logically tied to student's evaluation of the evidence, perspective, thesis, or hypothesis.	Solutions, outcomes, or conclusions are tied to student's desired evidence, perspective, thesis, or hypothesis.	Oversimplified solutions, outcomes, or conclusions are inconsistently tied to some of the student's evidence, perspective, thesis, or hypothesis.	Undeveloped solutions, outcomes, or conclusions are not tied to any of the student's evidence, perspective, thesis, or hypothesis.

Designed Spring 2018 by Assessment Team Members: Bob McKenzie, Perry Knop, Joseph Roach, Jennifer Watkins