



OFFICE OF ASSESSMENT

General Education Rubric OBJECTIVE: *Solve problems using critical thinking*

COMPONENTS	RATINGS					
	4 – Exemplary	3 – Proficient	2 – Developing	1 – Beginning	0 – Absent	N/A*
Explains the problem, question, or issue	Explanation identifies relationships among all key elements that are integral to a comprehensive understanding of the problem, question or issue.	Explanation identifies relationships among most key elements that are integral to a comprehensive understanding of the problem, question or issue.	Explanation identifies relationships among some key elements that are integral to a comprehensive understanding of the problem, question or issue.	Explanation does not identify relationships among key elements of the issues that are integral to comprehensive understanding of the problem, question or issue.	Does not explain problem, question, or issue.	Not applicable to the assignment.
Evaluation of evidence	Evaluation includes a comprehensive analysis and synthesis, and viewpoints of experts are questioned thoroughly.	Evaluation includes a coherent analysis and synthesis, and viewpoints of experts are questioned.	Evaluation includes moderate analysis and synthesis, and viewpoints of experts are subject to some questioning.	Evaluation includes minimal (if any) analysis and synthesis, and viewpoints of experts are rarely (if ever) subject to questioning.	Evaluation does not interpret or evaluate source information.	Not applicable to the assignment.
Arrives at a conclusion (Conclusion may be evidenced as a solution, outcome, summary and/or point of view.)	Arrives at a conclusion(s) that is logical and reflects the thorough evaluation of all evidence (including supporting and opposing viewpoints). Evidence and perspectives placed in priority order.	Arrives at a conclusion(s) that is logically tied to a range of evidence (including supporting and opposing viewpoints). Implications and/or consequences of conclusion(s) are clearly identified.	Arrives at a conclusion(s) that is logically tied to some evidence (evidence may be selected to fit a desired conclusion). Some implications and/or consequences of conclusion(s) are identified.	Arrives at a conclusion(s) that may be oversimplified and that is inconsistently tied to evidence. Few (if any) implications and/or consequences of conclusion(s) are identified.	Does not arrive at a conclusion.	Not applicable to the assignment.

***NOTE: If the artifact is “not applicable” for all outcomes listed, then it is likely that the artifact is not appropriate for the assessment of this objective.**

Faculty members: *Marian Cohen, Audrey Kali, Pamela Sebor-Cable*

Last revised: *May, 2015 by Marian Cohen and Judith Otto*



OFFICE OF ASSESSMENT

General Education Rubric OBJECTIVE: *Solve problems using critical thinking*

RUBRIC NOTES

Glossary

- Critical thinking: A mode of thinking in which a problem or issue is carefully and thoroughly analyzed, assessed, and reconstructed. It assumes self-direction, self-discipline, self-monitoring, and self-correcting in the process of thinking. It requires effective problem-solving abilities and communication, as well as a commitment to overcome a tendency to accept things as “given”.
- Assumptions: Ideas, concepts or beliefs (often implicit or unstated) that are assumed to be valid without attention to critical review.
- Context: “The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events”. (from AAU&C)
- Evaluation: Contextualized reading of the problem or issue to be examined.
- Analytic thinking (as opposed to critical thinking)
 - ✓ Analytic thinking: systematic approach that breaks down a problem or issue into component parts, identifies cause and effect relationships, and comes to an appropriate solution. Often requires that criteria for analysis be pre-established.
 - ✓ Critical thinking: “a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.” (from AAU&C) Often requires creative or inventive approaches to problem-identification and solution.
- Comprehensive understanding: A belief or position resulting from a wide-ranging and inclusive examination of evidence.