Fitchburg State University General Education Program: Critical Thinking Rubric

Skill: Fitchburg State University students will develop and practice the mental habit of comprehensively exploring ideas, artifacts, and evidence before formulating an opinion or conclusion, as well as allowing previously held opinions or conclusions to be adjusted with the introduction of new information.

	Internalizing	Refining	Developing	Emerging
Systematically and methodically analyze one's own assumptions, and the assumptions of others	Consistently systematically and methodically analyzes own assumptions, and the assumptions of others	Mostly systematically and methodically analyzes own assumptions, and the assumptions of others	Sometimes systematically and methodically analyzes own assumptions, and the assumptions of others	Rarely systematically and methodically analyzes own assumptions, and the assumptions of others
Present and/or critically evaluate positions with attention to the broader socio-historical contexts in which positions are developed and defended	Consistently presents and/or critically evaluates positions with attention to the broader socio-historical contexts in which positions are developed and defended	Mostly presents and/or critically evaluates positions with attention to the broader socio-historical contexts in which positions are developed and defended	Sometimes presents and/or critically evaluates positions with attention to the broader socio-historical contexts in which positions are developed and defended	Rarely presents and/or critically evaluates positions with attention to the broader socio-historical contexts in which positions are developed and defended
Generate conclusions that are logical, and that reflect an informed evaluation and an ability to place evidence and perspectives in order of importance/priority	Consistently generates conclusions that are logical, and that reflect an informed evaluation and an ability to place evidence and perspectives in order of importance/priority	Mostly generates conclusions that are logical, and that reflect an informed evaluation and an ability to place evidence and perspectives in order of importance/priority	Sometimes generates conclusions that are logical, and that reflect an informed evaluation and an ability to place evidence and perspectives in order of importance/priority	Rarely generates conclusions that are logical, and that reflect an informed evaluation and an ability to place evidence and perspectives in order of importance/priority

State clearly and comprehensively issues/problems to be considered critically	Consistently states clearly and comprehensively issues/problems to be considered critically	Mostly states clearly and comprehensively issues/problems to be considered critically	Sometimes states clearly and comprehensively issues/problems to be considered critically	Rarely states clearly and comprehensively issues/problems to be considered critically
Support a perspective, taking into account the complexities of the issue, and acknowledging the limits of that perspective	Consistently supports a perspective, taking into account the complexities of the issue, and acknowledging the limits of that perspective	Mostly supports a perspective, taking into account the complexities of the issue, and acknowledging the limits of that perspective	Sometimes supports a perspective, taking into account the complexities of the issue, and acknowledging the limits of that perspective	Rarely supports a perspective, taking into account the complexities of the issue, and acknowledging the limits of that perspective
Identify and model essential features of a complex situation, modify models as necessary for tractability, and draw useful conclusions	Consistently identifies and models essential features of a complex situation, modifies models as necessary for tractability, and draws useful conclusions.	Mostly identifies and models essential features of a complex situation, modifies models as necessary for tractability, and draws useful conclusions.	Sometimes identifies and models essential features of a complex situation, modifies models as necessary for tractability, and draws useful conclusions.	Mostly identifies and models essential features of a complex situation, modifies models as necessary for tractability, and draws useful conclusions.
Deduce general principles from particular instances	Consistently deduces general principles from particular instances.	Mostly deduces general principles from particular instances.	Sometimes deduces general principles from particular instances.	Rarely deduces general principles from particular instances.
Assess the correctness of solutions, create and explore examples, carry out experiments, and devise and test conjectures	Consistently assesses the correctness of solutions, creates and explores examples, carries out experiments, and devises and tests conjectures.	Mostly assesses the correctness of solutions, creates and explores examples, carries out experiments, and devises and tests conjectures.	Sometimes assesses the correctness of solutions, creates and explores examples, carries out experiments, and devises and tests conjectures.	Rarely assesses the correctness of solutions, creates and explores examples, carries out experiments, and devises and tests conjectures.

Critical Thinking Rubric

Critical Thinking Skill

Fitchburg State University students will develop and practice the mental habit of comprehensively exploring ideas, artifacts, and evidence before formulating an opinion or conclusion, as well as allowing previously held opinions or conclusions to be adjusted with the introduction of new information.

Understanding the Rubric

The rubric focuses on eight criteria:

1. Systematically and methodically analyze one's own assumptions, and the assumptions of others
2. Present and/or critically evaluate positions with attention to the broader socio-historical contexts in which positions are developed and defended.
3. Generate conclusions that are logical, and that reflect an informed evaluation and an ability to place evidence and perspectives in order of importance/priority.
4. State clearly and comprehensively issues/problems to be considered critically.
5. Support a perspective, taking into account the complexities of the issue, and acknowledging the limits of that perspective.
6. Identify and model essential features of a complex situation, modify models as necessary for tractability, and draw useful conclusions.
7. Deduce general principles from particular instances.
8. Assess the correctness of solutions, create and explore examples, carry out experiments, and devise and test conjectures.

The rubric has four levels of performance with a consistent distinguishing term in each criterion.

Performance Level	Distinguishing Term	Explanation: The student artifact is . . .
Internalizing	Consistently	nearly perfect in meeting the criteria (~100%).
Refining	Mostly	above average in meeting the criteria (~75%).
Developing	Sometimes	average in meeting the criteria (~50%).
Emerging	Rarely	in the early stages of meeting the criteria (25% or less)