

Core Curriculum Scoring Rubric for Critical Thinking Skills

Criteria	Not Observed 0	Minimal 1	Improving 2	Proficient 3
Think creatively		Specific position (perspective/thesis/hypothesis) is stated but is simplistic and obvious.	Specific position (perspective/thesis/hypothesis) acknowledges different sides and aspects of an issue.	Specific position (perspective/thesis/hypothesis) takes into account the complexities of an issue.
Think in an innovative way		Demonstrates limited new ideas or approaches.	Demonstrates some new ideas or approaches.	Consistently demonstrates new ideas or approaches.
Frame questions (inquiries)		Issue/problem to be considered critically is stated without clarification or description. Content has some inaccuracies.	Issue/problem to be considered critically is stated, but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, inaccuracies.	Issue/problem to be considered critically is stated, described, accurate, and clarified so that understanding is not seriously impeded by omissions.
Synthesize multiple findings in field into larger whole		Conclusion is tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.

This rubric was created using the Association of American Colleges and Universities (AAC&U) Ethical Reasoning VALUE Rubric. Retrieved from <https://www.aac11.org/value-rubrics>