



Critical Thinking Rubric (Addresses 4 of 4)

This rubric was created using the *NMHED Essential Skill Rubrics*, and the Association of American Colleges and Universities (AAC&U) *Written Communication VALUE Rubric*.
Retrieved from <https://www.aacu.org/value-rubrics>

Rating	Did not attempt	Emerging		Developing		Proficient	
Problem Setting: Delineate a problem or question.	<input type="checkbox"/>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> An open-ended problem or question, appropriate to the context, is stated without clarification or description.		<input type="checkbox"/> An open-ended problem or question, appropriate to the context, is stated, but the description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.		<input type="checkbox"/> An open-ended problem or question, appropriate to the context, is stated clearly and described comprehensively, delivering all the relevant information necessary for a full understanding.	
Evidence Acquisition: Identify and gather the information/data necessary to address the problem or question.	<input type="checkbox"/>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> Some, but not sufficient, evidence is acquired from source(s) with minimal or no consideration of its appropriateness to the problem or question.		<input type="checkbox"/> Evidence is taken from source(s) to minimally address the problem or question at hand, with some consideration of its appropriateness.		<input type="checkbox"/> Evidence is taken from source(s) to sufficiently address the question or problem, with a thorough consideration of its appropriateness.	
Evidence Evaluation: Evaluate evidence/data for credibility (e.g. bias, reliability, validity), probable truth, and relevance to a situation.	<input type="checkbox"/>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> Information taken from source(s) is minimally evaluated, but not enough to develop a well-rounded assertion of its credibility.		<input type="checkbox"/> Information taken from source(s) is evaluated, providing some justified assertions of its credibility, but without sufficient awareness of the evaluation process itself (such as personal assumptions).		<input type="checkbox"/> Information taken from source(s) is evaluated, providing some justified assertions of its credibility, and giving sufficient consideration of the evaluation process itself (such as personal assumptions).	
Reasoning/Conclusion: Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.	<input type="checkbox"/>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		<input type="checkbox"/> Conclusion(s) is/are given, but are inconsistently tied to some of the information discussed; related outcomes and solutions are oversimplified.		<input type="checkbox"/> Conclusion(s) is/are logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.		<input type="checkbox"/> Conclusion(s) is/are logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	