






Rubric for the Analytical Assessment of Critical Thinking across the Curriculum

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Think Indicators	Levels of Achievement			
	Beginning	Developing	Competent	Accomplished
 <p>Analyzing information: data, ideas, or concepts</p>	<p>Inaccurate Copies information (data, ideas, or concepts) often inaccurately, incompletely, or omits relevant information</p>	<p>Correct Reports information (data, ideas, or concepts) with minor inaccuracies, irrelevancies, or omissions</p>	<p>Accurate Presents information (data, ideas, or concepts) accurately and appropriately in familiar contexts</p>	<p>Precise Interprets information (data, ideas, or concepts) accurately, appropriately and in-depth in new contexts</p>
 <p>Applying formulas, procedures, principles, or themes</p>	<p>Inappropriate Labels formulas, procedures, principles, or themes inappropriately, inaccurately, or omits them</p>	<p>Appropriate Uses appropriate formulas, procedures, principles, or themes with minor inaccuracies</p>	<p>Relevant Applies formulas, procedures, principles, or themes appropriately and accurately in familiar contexts</p>	<p>Insightful Employs formulas, procedures, principles, or themes accurately, appropriately and/or creatively in new contexts</p>
 <p>Presenting multiple solutions, positions or perspectives</p>	<p>Singular Names a single solution, position, or perspective, often inaccurately, or fails to present a solution, position or perspective</p>	<p>Dualistic Identifies simple solutions, over-simplified positions, or perspectives with minor inaccuracies</p>	<p>Multiplistic Describes two or more solutions, positions, or perspectives accurately</p>	<p>Balanced Explains—accurately and thoroughly—multiple solutions, positions, or perspectives that balance opposing points of view</p>
 <p>Drawing well-supported conclusions</p>	<p>Illogical Attempts a conclusion or solution that is inconsistent with evidence presented, that is illogical, or omits a conclusion or solution altogether</p>	<p>Reasonable Offers an abbreviated conclusion or simple solution that is mostly consistent with evidence presented, with minor inconsistencies or omissions</p>	<p>Logical Organizes a conclusion or solution that is complete, logical, and consistent with evidence presented</p>	<p>Perceptive Creates a detailed conclusion or complex solution that is well-supported, logically consistent, complete and often unique</p>
 <p>Synthesizing ideas into a coherent whole</p>	<p>Fragmented Lists ideas or expresses solutions in a fragmentary manner, without a clear or coherent order</p>	<p>Consistent Arranges ideas or solutions into a simple pattern</p>	<p>Coherent Connects ideas or develops solutions in a clear and coherent order</p>	<p>Unified Integrates ideas or develops solutions that are exceptionally clear, coherent, and cohesive</p>

*This rubric is intended for use in the assessment of student achievement at the institutional level. It can also be used as a guide for development of rubrics to measure critical thinking at the program, course and section levels. Please send your comments and suggestions about this rubric to Emily Hooker, Learning Evidence Associate, ehooker@valenciacc.edu.