

Hutchinson Community College's Critical Thinking Rubric

(Modified from AAC&U's Critical Thinking VALUE Rubric)

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, evidence, artifacts, and events before formulating a conclusion.

Institution-Wide Outcome I: Demonstrate the ability to think critically and make reasonable judgments by acquiring, analyzing, combining, and evaluating information.

Criteria	Exemplary	Proficient	Inadequate
Identification and Explanation of Issues	Issue to be considered critically is stated clearly and comprehensively, delivering all information necessary for full understanding.	Issue to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue to be considered critically is stated without clarification or description, or description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.
Use of Information	Information is taken from credible source(s) with enough evaluation to develop a comprehensive analysis or synthesis. Experts' viewpoints are questioned thoroughly.	Information is taken from credible source(s) with enough evaluation to develop a coherent analysis or synthesis. Experts' viewpoints are subject to questioning.	Information is taken from source(s) with limited interpretation/evaluation, and not enough to develop a coherent analysis or synthesis. Experts' viewpoints are taken as fact or mostly fact.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates contexts when presenting a position.	Identifies own and others' assumptions and some relevant contexts when presenting a position.	Shows a limited or emerging awareness of present assumptions (sometimes labels assertions as assumptions). Identifies limited contexts when presenting a position.
Student's position (perspective, thesis, or hypothesis)	Specific position takes into account the complexities of an issue. Limits of position are acknowledged. Others' points of view are synthesized.	Specific position takes into account the complexities of an issue. Others' points of view are acknowledged.	Specific position is unstated, or stated but simplistic and obvious, or only acknowledges limited sides of an issue.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes are identified clearly.	Conclusion is inconsistently tied to information; some related outcomes are oversimplified.