

Simplified Rubric for Assessing CRITICAL & ANALYTICAL THINKING

	Novice	Developing	Proficient
<p><u>Critical and Analytical Thinking:</u> Students will comprehensively explore issues, ideas, artifacts, and events before accepting or formulating opinions or conclusions.</p>	<p>Student demonstrates some awareness of assumptions when identifying positions, states problems in simple terms without much clarification, generally accepts viewpoints of experts as fact without question, and routinely reaches conclusions not consistently tied to some of the available information.</p>	<p>Student identifies problems to be considered critically with some omissions or lack of clarity, gathers mostly appropriate information to develop coherent arguments, and questions some conventional assumptions and often considers opposing viewpoints when formulating conclusions.</p>	<p>Student identifies and states problems clearly and completely in understandable terms, carefully and comprehensively evaluates the relevance of assumptions and questions the viewpoints of experts when presenting a position, and formulates conclusions based on a thorough and logical thought process that reflects careful analysis of appropriate assumptions and evidence.</p>

Details Behind Simplified Rubric

	Novice	Developing	Proficient
<p><u>Critical and Analytical Thinking:</u> Students will comprehensively explore issues, ideas, artifacts, and events before accepting or formulating opinions or conclusions.</p>	<ul style="list-style-type: none"> • Student states problem to be considered without clarification or description. • Student gathers information without interpretation/evaluation; viewpoints of experts are taken as fact without question. • Student demonstrates some awareness of assumptions and begins to identify some contexts when presenting a position. • Student expresses a position that is simplistic and obvious and reaches a conclusion that is inconsistently tied to some of the information discussed/presented. 	<ul style="list-style-type: none"> • Student identifies problem to be considered critically, but description has some omissions or needs additional clarity. • Student gathers information that is mostly appropriate to develop a coherent analysis or synthesis. The viewpoints of experts are subject to questioning. • Student questions assumptions and identifies several relevant contexts (sides of an issue) when presenting a position. • Student considers opposing viewpoints when formulating a logical conclusion that is tied to appropriate information. 	<ul style="list-style-type: none"> • Student states an issue or problem clearly and comprehensively, providing all relevant information for full understanding • Student takes information from sources with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. The viewpoints of experts are questioned thoroughly. • Student thoroughly analyzes assumptions and carefully evaluates the relevance of contexts when presenting a position, taking into consideration the complexities of an issue. • Student formulates a logical conclusion that reflects her/his ability to place evidence and perspectives discussed in priority order.