

## Critical Thinking Rubrics

*Type 1:* Open-ended and allows for faculty input while alerting students to the criteria by which they will be evaluated. Designed for mid-curricular course:

Grading	Exemplary (A)	Good (B)	Adequate (C)	Developing (D)	Inadequate (F)		Grade
Assessment	Exceeding Expectations (4 on assessment scale)	Fully Meeting Expectations (3 on assessment scale)	Meeting Expectations (2 on assessment scale)	Partially Meeting Expectations (1 on assessment scale)	Failing to Meet Expectations (0 on assessment scale)	N/A to Project	Score
<b>1) Understanding</b>	Student directly addresses main question or issue, and adds significant new insight to the subject. They are able to synthesize this knowledge in innovative ways with material not provided in the course.	Student directly addresses main question or issue, and adds some new insight to the subject. They are able to synthesize this knowledge with material not provided in the course.	Student competently addresses main question or issue. Student has learned sufficient class material and is able to communicate this knowledge.	Student attempts to address main question or issue, but there are some omissions or errors. They have retained some information from the course, but do not fully communicate the material.	Essay does not address main question or issue, and student does not appear to have retained information from the course.		
<b>2) Critical Thinking/ Analysis</b>	Essay/Presentation contains a strong and compelling argument.	A clear argument is present.	An argument is present, but not always clear throughout the work. Alternately, student shows understanding of complexity of the argument the material makes.	Student attempts to make an argument, but struggles to communicate it.	Argument is not present.		
<b>3) Synthesis/ Application</b>	In Essay/ Presentation, student skillfully and creatively	In Essay/ Presentation, student effectively integrates and/or	In Essay/ Presentation, student partially integrates and/or	In Essay/ Presentation, student attempts to integrate and/or	Synthesis and application are not present in the project.		

Grading	Exemplary (A)	Good (B)	Adequate (C)	Developing (D)	Inadequate (F)		Grade
	integrates and/or applies theories and other course material.	applies theories and other course material.	applies theories and other course material.	apply theories and other course material, but the project contains errors or omissions.			

*Type 2:* Specific and based on department-wide consensus, as well as AACU VALUE rubrics. Designed for senior-level capstone/research class:

<b>Part III Research Performance</b>				
<b>Independence of Intern</b>	<b>Exemplary (4 on assessment scale)</b>	<b>Good (3 on assessment scale)</b>	<b>Developing (2 on assessment scale)</b>	<b>Inadequate (1 on assessment scale)</b>
	The intern is able to work consistently without direct supervision, is able to identify project objectives and prioritize them as needed, and is consistently well-prepared and engaged	The intern needs occasional direct supervision, but is able to identify most project objectives and prioritize them as needed, and is generally well-prepared and engaged	The intern often requires direct supervision in identifying and prioritizing project objectives, and is occasionally unprepared or distracted	The intern cannot work without direct supervision or identify or prioritize project objectives, and is often ill-prepared and unengaged
<b>Learning &amp; Adaptation</b>	<b>Exemplary (4 on assessment scale)</b>	<b>Good (3 on assessment scale)</b>	<b>Developing (2 on assessment scale)</b>	<b>Inadequate (1 on assessment scale)</b>
	The intern shows a consistent ability to learn and adapt as needed for the project, is always attentive to details, listens actively and responds to supervisors and others, and generates ideas as the project continues	With occasional oversight, the intern is able to learn and adapt as needed for the project, is attentive to most details, listens actively and responds to supervisors and others, and contributes to ideas as the project continues	Even with frequent oversight, the intern struggles to learn and adapt to aspects of the project: has trouble with following details, listens but is not convincingly attentive to supervisors and others, and struggles to articulate the ideas of others as the project continues	The intern's inability to demonstrate knowledge of the project and adapt to it hinder the execution of the project. Often overlooks details and seems inattentive to supervisor and others or requires that the ideas of others be repeated and explained
<b>Part IV Use of Information</b>				
<b>Sources and Evidence</b>	<b>Exemplary (4 on assessment scale)</b>	<b>Good (3 on assessment scale)</b>	<b>Developing (2 on assessment scale)</b>	<b>Inadequate (1 on assessment scale)</b>
	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the scientific writing	Demonstrates consistent use of credible, relevant sources to support ideas situated in the scientific writing	Demonstrates an attempt to use credible and/or relevant sources to support ideas situated in the scientific writing	Demonstrates an attempt to use sources to support ideas in the scientific writing
<b>Literature</b>	<b>Exemplary (4 on assessment scale)</b>	<b>Good (3 on assessment scale)</b>	<b>Developing (2 on assessment scale)</b>	<b>Inadequate (1 on assessment scale)</b>
	The student demonstrates a high level of independence, initiative and creativity in finding sources relevant to the research project, reads far beyond the required material	The student demonstrates moderate independence, initiative and creativity in finding sources relevant to the research project, reads beyond the required material	The student lacks initiative and creativity in finding sources relevant to the research project; completes only minimum reading requirements	The student lacks initiative and creativity in finding sources relevant to the research project; fails to read minimum reading requirements