

Vincennes University Critical Thinking Rubric

Qualities of Critical Thinking	Inadequate	Developing	Acceptable	Advanced	Excellent
Explanation of problem, question, conflict or issue	Fails to identify, summarize, or explain the main problem, question, conflict or issue. Represents the issues inaccurately or inappropriately.	Identifies main issues but does not summarize or explain them clearly or sufficiently	Clearly identifies and summarizes the main issues, but does not clearly explain why/how the issues are problems or create questions.	Clearly and completely identifies and summarizes the main issues, and explains why/how they are problems, questions, conflicts or issues.	Clearly and completely identifies and summarizes the main issues, and explains why/how they are problems, questions, conflicts or issues and recognizes issues that are not explicitly stated.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Doesn't state data or information that counts as evidence (No research completed)	States limited data or information but fails to evaluate the quality of the evidence (Fails to research each side equally or poor quality)	States the data or information with limited evaluation of evidence from both perspectives. (Research represents multiple perspectives but some questionable sources)	Clearly understands the data or information from both perspectives and expresses judgment about the evidence. (Research is limited but uses quality sources)	Fully recognizes and evaluates evidence from both perspectives and uses skillful judgment. (Research is from high quality resources and fully develops multiple perspectives)
Influence of context and assumptions (i.e. cultural/social, educational, technological, political, scientific, economic, ethical, personal experience)	Presents main problem, question, conflict, or issue as having no connections to other conditions or contexts. No analysis of assumptions.	Limited identification of contexts and/or assumptions related to main problem, question, conflict, or issue.	Identifies multiple contexts and/or multiple assumptions but limited application to main problem, question, conflict or issue. Limited recognition of own and others contexts and/or assumptions.	Fully identifies multiple contexts and assumptions, both author's own and others and integrates them into the discussion as it applies to the main problem, question, conflict or issue.	Thoroughly and systematically analyzes own and others assumptions and relevant contexts. Fully applies the analysis of the contexts and assumptions to the main problem, question, conflict, or issue.
Student's position :	Fails to formulate and clearly express or imply own point of view regarding main problem, question, conflict, or issue.	Vaguely states or implies a position regarding main problem, question, conflict or issue with limited awareness of other perspectives and no discussion of strengths and weaknesses of author's viewpoint.	States a position regarding main problem, question, conflict, or issue with awareness of other perspectives and considers only minor objections and considers only the weakest and/or mostly easily refuted alternative positions. Minimal discussion of strengths and weaknesses of author's viewpoint.	Formulates a clear and precise personal point of view concerning main problem, question, conflict or issue. Considers a range of alternative positions and discusses strengths and weaknesses of author's position.	States a specific, imaginative, and reasonable personal point of view concerning main problem, question, conflict or issue. Recognizes limits of own position while synthesizing other perspectives into own position.
Conclusions and related outcomes <i>(implications and consequences)</i>	No consideration of implications and related outcomes.	Limited connections between the conclusions drawn and the information provided; little or no discussion of implication of the position taken	Conclusions follow from the information, but conclusions are of limited significance; position assumptions and implications of conclusions are not explored.	Most conclusions clearly follow from the information considered and integrate multiple perspectives. Position assumptions and implications are explored although full significance might not be developed.	Conclusions and implications are fully fleshed out in a systematic way that follows from consideration of multiple perspectives; conclusions and implications are insightful and creative