

# OSU Critical Thinking Rubric

	<b>1</b>	<b>2<sup>1</sup></b>	<b>3</b>	<b>4<sup>2</sup></b>	<b>5</b>
<b>Explanation of issues and/or summary of the problem/question</b>	<ul style="list-style-type: none"> <li>No identification, description, and/or summary of the problem</li> </ul>		<ul style="list-style-type: none"> <li>Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown</li> </ul>		<ul style="list-style-type: none"> <li>Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding</li> </ul>
<b>Student's position (perspective, thesis/hypothesis)</b>	<ul style="list-style-type: none"> <li>The student's own position (perspective, thesis/hypothesis) is not provided or is stated but is simplistic and obvious</li> </ul>		<ul style="list-style-type: none"> <li>The student's own position (perspective, thesis/hypothesis) takes into account the complexities of an issue</li> <li>Others' points of view are acknowledged within position (perspective, thesis/hypothesis)</li> </ul>		<ul style="list-style-type: none"> <li>The student's own interpretation or position on the issue is clearly stated</li> <li>The student's specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue</li> <li>The limits of the student's position (perspective, thesis/hypothesis) are acknowledged</li> <li>Others' points of view are synthesized within position (perspective, thesis/hypothesis)</li> </ul>
<b>Use and assessment of supporting evidence</b>	<ul style="list-style-type: none"> <li>No supporting data, logical argument or evidence is used</li> </ul>		<ul style="list-style-type: none"> <li>Information is taken from source(s) with enough interpretation / evaluation to develop a coherent analysis or synthesis</li> <li>Facts and opinions are stated although not clearly distinguished from value judgments</li> <li>Viewpoints of experts are subject to questioning</li> </ul>		<ul style="list-style-type: none"> <li>Information is taken from source(s) with enough interpretation / evaluation to develop a comprehensive analysis or synthesis</li> <li>Facts, opinions, and arguments are stated and clearly distinguished, and value judgments are acknowledged</li> <li>Viewpoints of experts are questioned thoroughly</li> </ul>
<b>Conclusions and related outcomes (implications and consequences)</b>	<ul style="list-style-type: none"> <li>Conclusions are not provided OR</li> <li>Conclusion is inconsistently tied to some of the information discussed</li> <li>Related outcomes (consequences and implications) are oversimplified</li> </ul>		<ul style="list-style-type: none"> <li>Conclusion is logically tied to information (because information is chosen to fit the desired conclusion)</li> <li>Some related outcomes (consequences and implications) are identified clearly</li> </ul>		<ul style="list-style-type: none"> <li>Conclusions and related outcomes (consequences and implications) are logical and reflect student's information evaluation and ability to place evidence and perspectives discussed in priority order</li> </ul>
<b>Assessment of the key assumptions and consideration of the influence of context</b>	<ul style="list-style-type: none"> <li>Does not identify the key assumption(s)</li> <li>Does not acknowledge possible alternate perspectives</li> <li>The problem is not connected to other issues or placed in context</li> </ul>		<ul style="list-style-type: none"> <li>Questions some assumptions</li> <li>Identifies own and others' assumptions</li> <li>Identifies several relevant contexts when presenting a position</li> <li>May be more aware of others' assumptions than one's own (or vice versa)</li> </ul>		<ul style="list-style-type: none"> <li>The key assumption that underlies the issue is clearly stated and the validity of the assumption that underlies the issue is assessed</li> <li>Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of context when presenting a position</li> </ul>

<sup>1</sup> Exhibits a mix of characteristics of '1' and '3'    <sup>2</sup> Exhibits a mix of characteristics of '3' and '5'