**Critical Thinking VALUE Rubric**

for more information, please contact value@aacu.org

**Definition**
Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

**Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.**

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### Explanation of issues

**Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.**

**Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.**

**Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.**

**Issue/problem to be considered critically is stated without clarification or description.**

### Evidence

**Selecting and using information to investigate a point of view or conclusion**

**Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.**

**Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.**

**Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.**

**Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.**

### Influence of context and assumptions

**Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.**

**Identifies own and others' assumptions and several relevant contexts when presenting a position.**

**Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).**

**Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.**

### Student's position (perspective, thesis/hypothesis)

**Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).**

**Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).**

**Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.**

**Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.**

### Conclusions and related outcomes (implications and consequences)

**Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.**

**Conclusion is logically tied to a range of information, including opposing viewpoints, related outcomes (consequences and implications) are identified clearly.**

**Conclusion is logically tied to information (because information is chosen to fit the desired conclusion; some related outcomes (consequences and implications) are identified clearly.**

**Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.**