

Critical Thinking

College of the Canyons (Derived from the AAC&U VALUE Rubric)

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

	Capstone 4	Milestones		Benchmark 1
		3	2	
Explanation of issues <i>This includes issues, ideas, data, etc.</i>	Concept/problem to be considered critically is thoroughly stated and described comprehensively, delivering all relevant information necessary for full understanding.	Concept/problem to be considered critically is stated, described, and clarified so that understanding is defined clearly.	Concept/problem to be considered critically is stated but description leaves some terms undefined, ambiguities, unexplored, boundaries undetermined and/or backgrounds unknown.	Concept/problem to be considered critically is stated without clarification, description, or context.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/validity to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/validity to develop a coherent analysis or syntheses. 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 without question and are not distinguished from student's own.
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 context when presenting a position.
Student's position (perspective, thesis/hypothesis) <i>Cultivating and empowering the students ability to take a consistent stance</i>	Specific position is contemplative taking into account the complexities of a concept/problem. Limits of position are acknowledged. Others' points of view are synthesized within position.	Specific position takes into account the complexities of a concept/problem. Others' points of view are acknowledged within position.	Specific position acknowledges different sides of an issue.	Specific position is stated but it simplistic.
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