

AREA B: CRITICAL THINKING RUBRIC

<u>Category</u>	5 – Excellent	4 – Above Average	3 – Average	2 – Poor	1 – Fail
	18-20	16-17	14-15	12-13	1-11
<u>Competency 1:</u> The student has appropriately answered the question or task of the assignment.	Responds to the question or the task of the assignment in an especially thought-provoking and sophisticated manner. Exhibits a complete and detailed understanding of the assignment.	Responds to the question or task of the assignment in a sophisticated manner. Exhibits a complete and detailed understanding of the assignment.	Appropriately answers the question or completes the assignment in a way that reflects an understanding of the question or the task at hand and its requirements.	Demonstrates an inconsistent and poor understanding of the question or the task at hand and its requirements.	Demonstrates little or no understanding of the question or the task at hand and its requirements. Does not appropriately address the assignment.
<u>Competency 2:</u> The student has properly supported the background of the work with appropriate evidence, information, data, or observations.	Makes insightful or inspired observations or very accurately interprets reports, evidence, information, or data and has thoroughly and properly supported the work of the assignment.	Makes important observations or accurately interprets reports, evidence, information, or data and has properly supported the work of the assignment.	Accurately makes observations or interprets reports, evidence, information, or data and has properly supported the work of the assignment.	Makes observations or interprets reports, evidence, information, or data poorly and has only vaguely supported the work of the assignment.	Does not make observations or interpret reports, evidence, information, or data and has not thoroughly and properly supported the work of the assignment.
<u>Competency 3:</u> The student has organized the work of the assignment properly.	Organizational strategy is very clear and works to the best understanding of the assignment so that work masterfully moves through more basic to more nuanced parts of the problem or discussion.	Organizational strategy is clear and works to the better understanding of the assignment so that work moves well through more basic to more nuanced parts of the problem or discussion.	Organizational strategy is clear and helps understanding of the student work, which moves from basic to more specific parts of a problem or discussion.	Organizational strategy may be unclear, and basic material may be offered late in the answer to the assignment.	Work lacks any coherent organization; therefore, the answer to the assignment suffers from disorganization.
<u>Competency 4:</u> The student has used analytical, logical, or problem solving appropriate to the discipline.	The work has demonstrated a thorough and sophisticated analytical, logical or problem solving understanding appropriate to the discipline.	The work has demonstrated a thorough analytical, logical or problem solving understanding appropriate to the discipline.	The work has demonstrated analytical, logical or problem solving understanding appropriate to the discipline.	The work has demonstrated some analytical, logical or problem solving understanding but may not be appropriate to the discipline.	The work has demonstrated no analytical, logical, or problem solving understanding.
<u>Competency 5:</u> The assignment is finished and polished to the expectations of the instructor.	The assignment is thoroughly and expertly finished and polished and as such far exceeds the expectations of the instructor.	The assignment is thoroughly finished and polished and as such exceeds the expectations of the instructor.	The assignment is finished and polished to the expectations of the instructor.	The assignment is not fully finished, lacks polish, and does not fully meet the expectations of the instructor.	The assignment is not fully finished, lacks polish, and does not meet any of the presentation expectations of the instructor.