

Student Learning Objectives for Critical Thinking

- 1. The student will demonstrate the ability to identify the essential question, issue, and/or problem.**
- 2. The student will demonstrate the ability to gather data relevant to the essential question, issue, and/or problem.**
- 3. The student will demonstrate the ability to interpret appropriate data effectively.**
- 4. The student will demonstrate the ability to recognize and evaluate assumptions, major alternative points of view and related theories, principles, and ideas relevant to the question, issue, and/or problem.**
- 5. The student will demonstrate the ability to develop informed conclusions/solutions.**
- 6. The student will demonstrate the ability to articulate implications and consequences that emerge from the conclusions/solutions.**
- 7. The student will demonstrate the ability to communicate any or all parts of the above process in written or oral form.**

Critical Thinking Student Learning Objectives and Rubrics

Specific Objectives	Proficient Critical Thinking		Emerging Critical Thinking		Beginning Critical Thinking		No Evidence of Critical Thinking	
	7	6	5	4	3	2	1	0
1. The student will demonstrate the ability to identify the essential question, issue, and/or problem.	<ul style="list-style-type: none"> Identifies with clarity, accuracy, and precision the purpose for asking the question or identifying the Issue/problem. Demonstrates a clear and full understanding of the primary question/issue/problem, and of the relevant secondary aspects. 		<ul style="list-style-type: none"> Identifies the purpose of asking the question or identifying the issue/problem; may lack clarity and/or precision. Demonstrates an understanding of the primary question/issue/problem and of the relevant secondary aspects. 		<ul style="list-style-type: none"> Identifies an inaccurate purpose for asking the question or identifying the issue/problem. Demonstrates partial understanding of the question/issue/problem. 		<ul style="list-style-type: none"> Fails to consider the purpose for asking the question or identifying the issue/problem. Fails to demonstrate an understanding of the question/issue/problem or identifies a different and inappropriate question/issue/problem. 	
2. The student will demonstrate the ability to gather data relevant to the essential question, issue, and/or problem.	<ul style="list-style-type: none"> Demonstrates strong evidence of searching for and selecting data relevant to the question/issue/problem. Provides clear evidence of accurate assessment of the reliability of sources. Identifies data as logical, significant, and relevant based on how it helps respond to the question/issue/problem. Clearly and precisely integrates data gathered. 		<ul style="list-style-type: none"> Demonstrates adequate skill in searching for and selecting data relevant to the question/issue/problem. Provides evidence of assessment of the reliability of sources. Identifies data as logical, significant, and relevant based on how it helps respond to the question/issue/problem, but some relevant data is missing. Integrates data gathered, but expression may lack clarity or precision. 		<ul style="list-style-type: none"> Demonstrates minimal evidence of searching for and selecting data. Provides little evidence of assessment of the reliability of sources. Misidentifies data as important and relevant based on how it helps respond to the question/issue/problem. Makes little attempt at integration of data gathered. 		<ul style="list-style-type: none"> Demonstrates no evidence of searching for and selecting data. Provides no evidence of assessment of the reliability of sources. Identifies data that is not related to the question/issue/problem. Fails to integrate any of the data gathered. 	

Specific Objectives	Proficient Critical Thinking		Emerging Critical Thinking		Beginning Critical Thinking		No Evidence of Critical Thinking	
	7	6	5	4	3	2	1	0
3. The student will demonstrate the ability to interpret appropriate data effectively.	<ul style="list-style-type: none"> Clearly and accurately expresses reasonable and valid interpretations of all relevant data. 		<ul style="list-style-type: none"> Accurately expresses reasonable interpretation of primary data, but the expression may be unclear. 		<ul style="list-style-type: none"> Expresses unreasonable or invalid interpretation of the data. 		<ul style="list-style-type: none"> Merely repeats the data; offers no interpretation. 	
4. The student will demonstrate the ability to recognize and evaluate assumptions, major alternative points of view and related theories, principles, and ideas relevant to the question, issue, and/or problem.	<ul style="list-style-type: none"> Clearly identifies and explains assumptions that are reasonable and justifiable given the question/issue/problem. Thoughtfully analyzes and evaluates major alternative points of view. Analyzes the question/issue/problem with a clear sense of related theories, principles, and ideas. 		<ul style="list-style-type: none"> Clearly identifies and explains assumptions that are mostly consistent with each other. Analyzes and evaluates obvious alternative points of view. Analyzes the question/issue/problem with a sense of some related theories, principles, and ideas. 		<ul style="list-style-type: none"> Identifies and explains assumptions at a superficial level. Focuses on a single point of view and fails to discuss other possible points of view. Misinterprets theories, principles, and ideas and their relationship to the question/issue/problem. 		<ul style="list-style-type: none"> Fails to identify and explain assumptions. Fails to identify or dismisses relevant points of view. Fails to recognize theories, principles, and ideas and their relationship to the question/issue/problem. 	
5. The student will demonstrate the ability to develop informed conclusions/solutions.	<ul style="list-style-type: none"> Develops reasonable and well thought-out conclusions/ solutions. Uses a broad range of relevant criteria to justify conclusions/solutions. 		<ul style="list-style-type: none"> Develops reasonable conclusions/solutions. Uses relevant criteria to justify conclusions/ solutions. 		<ul style="list-style-type: none"> Develops unreasonable conclusions/solutions. Uses irrelevant criteria to justify conclusions/ solutions. 		<ul style="list-style-type: none"> Fails to develop conclusions/solutions. Fails to justify any conclusions/solutions. 	
6. The student will demonstrate the ability to articulate implications and consequences that emerge from the conclusions/solutions.	<ul style="list-style-type: none"> Identifies and discusses logical and significant potential implications and consequences that emerge from the conclusions/ solutions. 		<ul style="list-style-type: none"> Identifies and discusses obvious potential implications and consequences that emerge from the conclusions/solutions. 		<ul style="list-style-type: none"> Misidentifies implications and consequences that emerge from the conclusions/ solutions. 		<ul style="list-style-type: none"> Fails to identify implications and consequences that emerge from the conclusions/solutions. 	

Specific Objectives	Proficient Critical Thinking		Emerging Critical Thinking		Beginning Critical Thinking		No Evidence of Critical Thinking	
	7	6	5	4	3	2	1	0
7. The student will demonstrate the ability to communicate any or all parts of the above process in written or oral form.	<ul style="list-style-type: none"> • Demonstrates strong command of the components of language, i.e., vocabulary, grammar, and mechanics; errors are minimal. • Clearly and precisely explains key concepts and ideas used. • Organization is clear. • Uses transitions to connect ideas to enhance communication. • Consistent use of appropriate format. • Accurately cites all sources. 	<ul style="list-style-type: none"> • Demonstrates good command of the components of language, i.e., vocabulary, grammar, and mechanics; errors are not distracting or frequent. • Explains key concepts and ideas used, but explanation may lack clarity or precision. • Basic organization is apparent. • Uses transitions to connect ideas, although they may be mechanical. • Format is appropriate although at times inconsistent. <p>Cites most sources and citations are mostly accurate.</p>	<ul style="list-style-type: none"> • Demonstrates some command of the components of language, i.e., vocabulary, grammar, and mechanics; errors are frequent and may distract from meaning. • Explains few key concepts and ideas. • Poorly organized and may be unfocused. • Uses inappropriate transitions to connect ideas. • Format is inconsistent. • Cites few sources or citations are inaccurate. 	<ul style="list-style-type: none"> • Demonstrates poor command of the components of language, i.e., vocabulary, grammar, and mechanics; errors are so frequent that they distract from meaning. • Fails to explain key concepts and ideas. • No evidence of organization. • Fails to use transition to connect ideas. • Format is distracting. • No sources are cited. 				

Overall Rating

	Criteria	Score
1.	Identify the essential question, issue, and/or problem	
2.	Gather data relevant to the essential question, issue, and/or problem	
3.	Interpret appropriate data effectively	
4.	Recognize and evaluate assumptions, major alternative points of view and related theories, principles, and ideas relevant to the question, issue, and/or problem	
5.	Develop informed conclusions/solutions	
6.	Articulate implications and consequences that emerge from the conclusions/solutions	
7.	Communicate any or all parts of the above process in written or oral form	
Comments:		