

# CRITICAL THINKING VALUE RUBRIC

This rubric was developed by the AAC&U and is available at [www.aacu.org](http://www.aacu.org). It is intended to help departments and programs assess student learning outcomes related to the development of the Essential Skills outcomes.

While departments and programs should use the learning objectives performance indicators to measure the learning objectives may be altered and can vary depending upon the course or program. Departments will need to indicate the performance indicators used to measure each of the 3 learning objective (per essential skill) assessed in their program reviews.

## Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and concepts or formulating an opinion understanding.

		Issue/problem to be considered critically stated, described and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically stated without clarification or description.
Evidence Selecting and using original information to investigate a point of view or conclusion	Information is taken from source(s) with enough interpretation/evaluation to develop			
	takes	thesis/hypothesis) 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.