**Adapted Expanded Rubric AAC&U Critical Thinking**

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|  | **4** | **3** | **2** | **1** |
| **Explanation of issues** | Problem/issue relevant to situation in context is clearly stated. Ambiguities are fully explored.  xQuestions are formulated that lead to full exploration of issues.  Literal meaning is fully distinguished from metaphoric or symbolic meaning. | Problem/issue relevant to situation is stated and partially described. Ambiguities are adequately explored. Questions are formulated that lead to adequate exploration of issues.  Literal meaning is adequate distinguished from metaphoric or symbolic meaning. | Problem/issue relevant to situation is stated.  Ambiguities are partially explored. Questions are formulated that lead to partial exploration of issues.  Literal meaning is partially distinguished from metaphoric or symbolic meaning. | Problem/issue relevant to a different situation is identified.  Ambiguities are minimally explored. Questions are formulated that lead to minimal exploration of issues.  Literal meaning is minimally distinguished from metaphoric or symbolic meaning. |
| **Evidence** | Evidence investigated and discussed thoroughly.  Sources interpreted in context. Viewpoints represented in evidence are challenged.  A balanced perspective of diverse viewpoints. | Evidence investigated adequately. Most sources interpreted in context. Some viewpoints represented in evidence are challenged.  Adequately balanced although narrow in scope. | Evidence investigated partially.  Limited contextual source interpretation.  Viewpoints are justified on the basis of authority and are selectively challenged.  Does not provide balanced views. | Evidence investigated minimally. Basic contextual source interpretation.  Viewpoints are justified on the basis of authority.  Represents a single viewpoint. |
| **Influence of context and assumptions** | Position qualified by considerations of experiences, circumstances, conditions and environment that influence perspectives and the implications of those perspectives. | Position presented with recognition of contextual sources of bias, assumptions and possible implications of bias. | Position presented tentatively, with emerging awareness of own and others’ biases, ethical and political, historical sources and implications of bias. | Position presented in absolutes with little recognition of own personal and cultural bias and little recognition of ethical, political, historical or other considerations. |
| **Own perspective, hypothesis, or position** | A reasonable, clear, position or hypothesis, stated or implied, demonstrates some complexity of thought.  It also acknowledges, refutes, synthesizes, or extends some other perspectives appropriately. | A reasonable, clear position or hypothesis is stated or implied. Important objections and/or alternate perspectives are considered with some thought. | Position or hypothesis is clear, whether stated or implied, with at least one other perspective acknowledged. | Work contains a discernible position or hypothesis that reflects only the student’s perspective. |
| **Conclusions, implications and consequences** | Conclusions are based on a synthesis of evidence from various sources. Inferences about causal consequences are supported by evidence that has been evaluated from disparate viewpoints.  Analysis of implications indicates some awareness of ambiguity. | Conclusions and evidence are relatively obvious, with synthesis drawn from selected (cherry picked) evidence. Assertions of cause are supported mostly by opinion and are also selective. Considerations of consequences are timid or obvious and easy. | Conclusions are weakly supported by evidence, with only emerging synthesis. Assertions of cause are doubtful. Considerations of consequences are narrow or exaggerated and dichotomous. | Conclusions are not supported by the evidence or repeat the evidence without synthesis or elaboration; tendency to confuse correlation and cause. Considerations of consequences are sketchy, drawn in absolutes, or absent. |