**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. Questions 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.  |