

General Education Outcome Critical Thinking

(Identify and interpret relevant information
in order to formulate an opinion or conclusion.)

Rubric*

Criteria	Met (1)	Unmet (0)	N/A
Remember/Identification	<input type="checkbox"/> Identifies relevant information and sources with some mistakes.	<input type="checkbox"/> Does not identify relevant information or sources; may identify incorrect information or unreliable sources.	<input type="checkbox"/> N/A
Understand/Interpret	<input type="checkbox"/> Uses deductive and/inductive reasoning competently.	<input type="checkbox"/> Unable or infrequently uses deductive and/inductive reasoning.	<input type="checkbox"/> N/A
Apply	<input type="checkbox"/> Integrates some relevant information during the formulation of opinions or conclusions.	<input type="checkbox"/> Does not integrate relevant information during the formulation of opinions or conclusions.	<input type="checkbox"/> N/A
Analyze	<input type="checkbox"/> Analyzes some key information, questions, and problems clearly and precisely.	<input type="checkbox"/> Does not analyze key information, questions, and problems clearly and precisely; often comes to wrong conclusions.	<input type="checkbox"/> N/A
Evaluate	<input type="checkbox"/> Makes judgments or forms opinions about a topic where there may or may not be a clear or correct answer.	<input type="checkbox"/> Does not form judgments or opinions.	<input type="checkbox"/> N/A

	<input type="checkbox"/> Supports the judgement or opinion with few reasons and little evidence from few, relevant sources.	<input type="checkbox"/> Forms judgments or opinions without relevant supporting reasons and evidence and/or uses reasons or evidence from invalid sources.	<input type="checkbox"/> N/A
Create	<input type="checkbox"/> Uses knowledge from limited areas to create a new idea or approach a topic from a different perspective.	<input type="checkbox"/> Does not create a new idea or approach a topic from a different perspective.	<input type="checkbox"/> N/A

*This rubric is primarily on Bloom's Revised Taxonomy. Critical thinking increases as you go from the top to the bottom of the rubric.

DEFINITIONS:

Deductive Reasoning: The process of reasoning from one or more statements to reach a logical conclusion. Care must be taken that the premise is logical and true and that invalid deductive reasoning does not occur.

Example:

All mammals have hair at some point in their life. This cat has hair, so therefore, this cat is a mammal.

Invalid example:

Anyone who lives Dublin, Ireland lives on an island in the North Atlantic Ocean. Ken lives on an island in the North Atlantic Ocean so therefore Ken lives in Dublin, Ireland.

Inductive Reasoning: The process of making broad generalizations from specific observations identified by patterns supported by formal and informal data.

Example:

Between 1990 and 2000 the population of the world grew by approximately 12.6%, between 2000 and 2010 the population of the world grew by approximately 10.7%, between 2010 and 2020 the population of the world grew by 8.7%. We could expect the population of the world to grow by approximately 6.7% between 2000 and 2030.

Score Overview

Met (1)	Identifies relevant information and sources with some mistakes. Uses deductive and/inductive reasoning competently. Integrates some relevant information during the formulation of opinions or conclusions. Analyzes some key information, questions, and problems clearly and precisely. Makes judgments or forms opinions about a topic where there may or may not be a clear or correct answer. Supports the judgement or opinion with few reasons and little evidence from few, relevant sources. Uses knowledge from limited areas to create a new idea or approach a topic from a different perspective.
Unmet (0)	Does not identify relevant information or sources; may identify incorrect information or unreliable sources. Unable or infrequently uses deductive and/inductive reasoning. Does not integrate relevant information during the formulation of opinions or conclusions. Does not analyze key information, questions, and problems clearly and precisely; often comes to wrong conclusions. Does not form judgments or opinions. Forms judgments or opinions without relevant supporting reasons and evidence and/or uses reasons or evidence from invalid sources. Does not create a new idea or approach a topic from a different perspective.
Not Applicable (NA)	Student did not do assignment or this assignment did not have anything to do with what we are looking at.