

**SAN DIEGO CHRISTIAN COLLEGE
CRITICAL THINKING RUBRIC**

Source: Center for Teaching, Learning, and Technology, Washington State University, ctproject@wsu.edu, 2001.
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	Scant (1)	Poorly Developed (2)	Developed (3)	Substantially Developed (4)	Score
1) Identifies and summarizes the problem/question at issue (and/or the source's position).	Does not identify and summarize the problem, is confused or identifies a different and inappropriate problem Does not identify or is confused by the issue, or represents the issue inaccurately	Identifies and summarizes the main problem clearly and accurately Identifies the basics of the issue, but may not have a fully accurate representation	Identifies the main problem and some subsidiary, embedded or implicit aspects of the problem, and identifies them clearly Identifies the basics of the issue and represents it accurately	Identifies the main problem and subsidiary, embedded or implicit aspects of the problem, and identifies them clearly, addressing their relationships to each other. Identifies the basics of the issue, and recognizes its nuances	
2) Identifies and presents the STUDENT'S OWN perspective and position as important to the analysis of the issue.	Addresses only a single source or view of the argument Acknowledges no alternative perspectives nor provides argument for need of such	Identifies own perspective/position Fails to relate established or presented position to one's own	Identifies own perspective/position Utilizes some support either from experience or information from unassigned sources	Identifies, clearly and appropriately, one's own position on the issue Draws well-developed support from experience and from information not available from assigned sources	
3) Identifies and considers OTHER salient perspectives and positions that are important to the analysis of the issue.	Fails to identify any external perspective or position related to the issue	Identifies only a single external perspective Inadequately relates the external perspective/position to the issue	Addresses some perspectives/positions drawn from outside information Considers the connection between the issue and the identified perspectives/positions	Identifies a number of salient perspectives and positions Appropriately analyzes the perspectives/positions in relation to the issue	
4) Identifies and assesses the key assumptions.	Does not surface the assumptions Makes up own assumptions Confuses assumptions with conclusions	Surfaces assumptions superficially Does not address all assumptions May confuse assumptions with conclusions	Correctly identifies and addresses most assumptions Distinguishes between assumptions and conclusions Refers to possible alternative assumptions	Correctly identifies and addresses all assumptions Clearly distinguishes between assumptions and conclusions Uses alternative assumptions to test the argument	
5) Identifies and assesses the quality of supporting data/evidence and provides additional data/evidence related to the issue.	Merely repeats information provided, taking it as truth, or denies evidence without adequate justification Confuses associations and correlations with cause and effect Does not distinguish between fact, opinion, and value judgments	Fails to distinguish between well-developed lines of argument and random pieces of evidence Provides inconsistent or inaccurate justification of supporting evidence Reflects limited distinction between cause/effect and assoc/correlations Shows inconsistent distinction on fact/opinion and value judgments	Examines well-developed evidence and sources, with partial justification Identifies correlation, cause and effect, with some acknowledgement of consequences Adequately distinguishes between fact and opinion, with some recognition of value judgments	Logically utilizes supporting evidence in a compelling manner Examines well-developed evidence and evaluates the sources on accuracy, precision, relevance Observes correlation, cause and effect and potential consequences Clearly distinguishes between fact, opinion and value judgments	
6) Identifies and considers the influence of the context on the issue.	Discusses the problem only in egocentric or socio-centric terms. Does not present the problem as having connections to other contexts-cultural, political, etc.	Discusses problem from a limited perspective but moves beyond egocentric or socio-centric views. Identifies possible contexts of interest in a cursory way.	Analyzes the issue with a clear sense of scope and context. Considers several pertinent contexts.	Analyzes the issue with a clear sense of scope and context, including assessing the audience Meaningfully considers pertinent contexts and the impact of contexts	
7) Identifies and assesses implications, conclusions, and consequences.	Handling of implications is incorrect, fails to identify conclusions and consequences Fails to use assumptions as such, confuses them with conclusions Does not take advantage of context, data, evidence	Mishandles implications, incorrect conclusions are common, identification of consequences hazy May confuse assumptions with conclusions Does not take full advantage of context, data, evidence	Correctly uses assumptions and conclusions, handling of implications is almost completely error-free Takes advantage of most data, evidence and the context Makes worthwhile effort to assess and analyze major consequences	Properly surfaces, appropriately emphasizes and correctly uses all assumptions, data and evidence Clearly uses implications, leading the reader to correct conclusions Identifies and provides assessment to all major consequences	

