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| **CSUEB ILO Critical Thinking Rubric Approved by Academic Senate, March 2016**  Description: Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. | | | | |
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| **Explanation of issues** | Explanation stated clearly and provides all relevant information necessary for full understanding. | Explanation stated less clearly and/or provides mostly relevant information necessary for full understanding. | Explanation stated provides some relevant information necessary for understanding. | Explanation too weak for necessary understanding or not provided. |
| **Use of evidence** | Provides sufficient information to support claims and conclusions made. | Provides some information to support claims and conclusions made. | Provides little information to support claims and conclusions made. | Lacks information to support claims and conclusions made. |
| **Context, assumptions** | Thoroughly analyzes strengths and weaknesses of one's own and others' assumptions; carefully evaluates influence of context. | Analyzes strengths and weaknesses of one's own and others' assumptions; evaluates context. | Minimally analyzes strengths and weaknesses of one's own and others' assumptions; minimally evaluates context. | Fails to analyze strengths and weaknesses of one's own and others' assumptions; does not evaluate context. |
| **Alternative viewpoints** | Carefully evaluates all relevant alternative viewpoints. | Evaluates most of the relevant alternative viewpoints. | Evaluates some of the relevant alternative viewpoints. | Evaluates little/none of the relevant alternative viewpoints. |
| **Statement of position** | States a clear position that is valid, original, and/or innovative, as appropriate. | States a relatively clear position that has some validity, originality and/or innovation, as appropriate. | States a position that lacks validity, originality, and/or innovation. | Does not state a position. |
| **Conclusions, implications, and consequences** | Conclusions, implications, and consequences flow from student’s analysis. | Conclusions, implications, and consequences generally flow from student’s analysis. | Conclusions, implications, and consequences minimally flow from student’s analysis. | Conclusions, implications, and consequences do not flow from student's analysis. |

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| **Criteria** | **How criteria is addressed in assignment** |
| **Explanation of issues** | Does the prompt ask students to clearly state all relevant information for full understanding? |
| **Use of evidence** | Does the prompt ask students to provide sufficient information to support claims and conclusions made? |
| **Context, assumptions** | Does the prompt ask students to analyze strengths and weaknesses of one's own and others' assumptions? |
| **Alternative viewpoints** | Does the prompt ask students to evaluate all relevant alternative viewpoints? |
| **Statement of position** | Does the prompt ask students to states a clear position? |
| **Conclusions, implications, and consequences** | Does the prompt ask students to draw conclusions, implications, and consequences that flow from student’s analysis? |

**Assignment Essentials**

Students complete assignments to:

* practice applying skills, content, and concepts learned, demonstrate their achievement, and
* to be assessed and receive feedback on the achievement of assignment, course, and program learning outcomes.

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| * How will my assignment prompt students to show what content they have learned and/or demonstrate their skills? * Does the array of assignments in this class address students with varied learning preferences multiple means of demonstrating knowledge and skill acquisition? |

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| Students need *clear and transparent expectations* and instructions documented *in writing*:   * Assignment instructions should clearly identify tasks, provide the required format elements, and describe the final product. * Assignment descriptions should help students clearly understand the main purpose. * Assignment descriptions should also demonstrate the connections to how their work meets learning outcomes, builds on their knowledge and skills for future assignments, relates to graduation, and has professional relevance. * A grading rubric that expresses expectations and aligns with the outcomes will assist students as they complete the assignment. |  |

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| * How will assignment instructions clarify what tasks to do, how they are connected, how to get started, and how to complete the tasks? * How will you know if students met the assignment expectations; how will students be assessed? |

*Chunk and scaffold assignments:* Students perform better on assignments when instructors break them into manageable chunks. Presenting students with smaller assignments that build into a larger one creates the opportunity for early feedback and improvement.

Example of smaller assignments that build toward a research essay that meets expectations:

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| Course timing | Week 6 | Week 8 | Week 10 | Week 12 | Week 14 |
| Developmental Assignment Due | Thesis statement | Annotated Bibliography | Outline | Essay Draft | Final essay |

Reflection Aids Retention: Students’ learning improves and sticks when they *reflect* on their process and their completed assignment:

* Ask students to report what they learned from the assignment or what they would do differently in a future assignment.
* Student reflection on assignment process and performance may also help you shape the next version of the assignment.