Definition
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.

Framing Language
This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life. This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues.

Glossary
The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Assumptions**: Ideas, conditions, or beliefs (often implicit or unstated) that are “taken for granted or accepted as true without proof.” (quoted from www.dictionary.reference.com/browse/assumptions)
- **Context**: The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.

Assignment Instructions: What goes into the assignment instructions for further clarification of rubric criteria
1. **Explanation of issues**: Degree of brevity or thoroughness sought;
2. **Quality of Evidence**: defines credible sources; requires evidence-based practice (EBT) or working with a prescribed set of evidence; identifies quantitative and qualitative methods; prescribes levels and ranges of evidence; provides examples for students
3. **Context, assumptions, and alternative viewpoints**: degree to which analysis is systematic, methodical, or metaphorical and compares and contrasts and that uncertainty and contradictions are addressed; degree to which one’s own awareness and personal bias are addressed; valid/reasonable assumptions are defined/identified; judges quality of argument; describes reasoning; demonstrates flexibility of thought; open minded about alternatives; proposes alternative positions (perspective, theses, hypothesis) and/or consequences of assumptions
4. **Statement of position**: Student “position” appropriate to analysis; perspective at start, after experience; observations demonstrate awareness of author’s perspective as shaped by values, historical, and other contexts; differentiation of student or author’s position, perspective, viewpoint, thesis, or hypothesis
5. **Conclusions, implications, and consequences**: application of systems thinking; objectivity; additional questions students would research if paper expanded; further research called for to improve the paper and/or further evaluate; demonstrates meta skills - thinking about thinking

Additional Rubric Criteria for Course Assessment: What may be added into the additional rubric category(ies) and/or instructions for course assignment
- **Writing**: position supports thesis; clarity of organization of writing; making sense of flow of ideas; clarity of voice; articulation logically moves from first section to last section
- **Creativity**: innovative thinking, risk, untested thinking, original thinking, being outside one’s comfort zone
- **Integrative Learning**: transfer concepts, methods, solutions across disciplines
- **Inquiry and Analysis**: analysis, observations, organization, synthesis, focus, patterns
**CSUEB ILO Critical Thinking Rubric May 2015**

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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<th>4</th>
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<tbody>
<tr>
<td><strong>Explanation of issues</strong></td>
<td>Explanation stated clearly and provides all relevant information necessary for full understanding.</td>
<td>Explanation stated less clearly and/or provides mostly relevant information necessary for full understanding.</td>
<td>Explanation stated provides some relevant information necessary for understanding.</td>
<td>Explanation too weak for necessary understanding or not provided.</td>
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<td><strong>Use of evidence</strong></td>
<td>Provides sufficient information to support claims and conclusions made.</td>
<td>Provides some information to support claims and conclusions made.</td>
<td>Provides little information to support claims and conclusions made.</td>
<td>Lacks information to support claims and conclusions made.</td>
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<tr>
<td><strong>Context, assumptions</strong></td>
<td>Thoroughly analyzes strengths and weaknesses of one's own and others' assumptions; carefully evaluates influence of context.</td>
<td>Analyzes strengths and weaknesses of one's own and others' assumptions; evaluates context.</td>
<td>Minimally analyzes strengths and weaknesses of one's own and others' assumptions; minimally evaluates context.</td>
<td>Fails to analyze strengths and weaknesses of one's own and others' assumptions; does not evaluate context.</td>
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<td><strong>Alternative viewpoints</strong></td>
<td>Carefully evaluates all relevant alternative viewpoints.</td>
<td>Evaluates most of the relevant alternative viewpoints.</td>
<td>Evaluates some of the relevant alternative viewpoints.</td>
<td>Evaluates little/no of the relevant alternative viewpoints.</td>
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<td><strong>Statement of position</strong></td>
<td>States a clear position that is original or innovative, as appropriate.</td>
<td>States a relatively clear position that has some originality or innovation, as appropriate.</td>
<td>States a position that lacks originality or innovation.</td>
<td>Does not state a position.</td>
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<td><strong>Conclusions, implications, and consequences</strong></td>
<td>Conclusions, implications, and consequences flow from student's analysis.</td>
<td>Conclusions, implications, and consequences generally flow from student’s analysis.</td>
<td>Conclusions, implications, and consequences minimally flow from student’s analysis.</td>
<td>Conclusions, implications, and consequences do not flow from student’s analysis.</td>
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