

Aligning Your Assignment Instructions to ILO Critical Thinking Rubric Categories

Your ILO Critical Thinking Assignment Being Used for Assessment

An assignment in your course section is being used to assess undergraduate student work as part of university-wide Institutional Learning Outcomes (ILO) assessment of upper division critical thinking across disciplines. The use of your assignment for institutional assessment is a valuable contribution to the University's ongoing commitment to continuously improve how we help students improve their critical thinking skills.

What will Be Assessed

The critical thinking ILO assessment will use the rubric included below. The rubric was developed, piloted, adopted, implemented, assessed, and revised by CSUEB faculty across disciplines. It includes three critical thinking competencies that all students are expected to achieve, so **all** three rubric categories will be assessed:

- **Analysis:** Justifies statements/claims/positions based on evidence.
- **Differentiation and/or Connection:** Differentiates and/or makes connections among ideas.
- **Conclusion:** Draws conclusions and/or implications that flow from analysis.

It is highly encouraged for you to share the ILO rubric with your students. Your assignments may include multiple elements that move beyond this rubric, however it is valuable for students to understand the importance of the ILOs the university has committed to for their future success.

Assignment Length

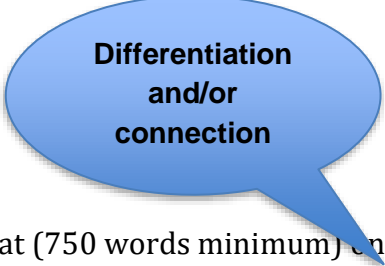
A comprehensive written assignment (i.e. paper, journal, essay, or research poster) of 750 words minimum will provide faculty assessors enough content to reasonably assess critical thinking competency.

Sample Assignment Instructions

Some or all of the sentences below could be added to your existing assignment. They help guide students to address all rubric categories in their writing.



Analysis



**Differentiation
and/or
connection**

Present a comprehensive analysis in written format (750 words minimum) on TOPIC X. Clearly justify your statements, claims, or positions using evidence. Make connections or differentiate between ideas, viewpoints, or elements. Write conclusions that flow from your analysis of research or relevant course material.



Conclusion

Category being assessed	Assignment Instruction Examples
Analysis	<p><i>Example 1:</i> Provide a clear statement of position about the importance, relevance, or impact of your topic/issue with justification from current academic sources.</p> <p><i>Example 2:</i> Evaluate information from various credible resources.</p>
Differentiation and/or Connection	<p><i>Example 1:</i> Explore alternative/innovative statements and/or claims that relate to your topic.</p> <p><i>Example 2:</i> Make connections between different viewpoints relevant to your claim.</p>
Conclusion	<p><i>Example 1:</i> Draw conclusions based on your analysis about specific actions needed to address the issue.</p>

ILO Critical Thinking Rubric to be used for assessments

Cal State East Bay Revised ILO Critical Thinking Rubric <i>Academic Senate 11-17-22/President approved 2-21-23</i>				
Description: Critical thinking is the analysis of relevant issues or creative elements by differentiating and/or connecting ideas or information to reach a conclusion.				
Criteria	4	3	2	1
<p>Analysis Justifies statements/claims/positions based on evidence.</p> <p><i>(e.g. states position(s) and provides context, explains issues, evaluates relevant information and/or elements of own or others' work).</i></p>	Appropriate justification of statements/claims/positions.	Mostly appropriate justification of statements/claims/positions.	Somewhat appropriate justification of statements/claims/positions.	Lacks appropriate justification of statements/claims/positions.
<p>Differentiation and/or Connection Differentiates and/or makes connections among ideas.</p> <p><i>(e.g. alternative/innovative statements, claims, and/or positions; compares/contrasts relevant ideas, viewpoints, and/or elements).</i></p>	Appropriate differentiation and/or connection among ideas.	Mostly appropriate differentiation and/or connection among ideas.	Somewhat appropriate differentiation and/or connection among ideas.	Lacks appropriate differentiation and/or connection among ideas.
<p>Conclusion Draws conclusions and/or implications that flow from analysis.</p>	Appropriate conclusions and/or implications flow from analysis.	Mostly appropriate conclusions and/or implications flow from analysis.	Somewhat appropriate conclusions and/or implications flow from analysis to some degree.	Lacks appropriate conclusions and/or implications.