

**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.

	4	3	2	1
<b>Explanation of issues</b>	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.
<b>Use of evidence</b>	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.
<b>Context, assumptions</b>	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.
<b>Alternative viewpoints</b>	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.
<b>Statement of position</b>	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.
<b>Conclusions, implications, and consequences</b>	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.