

SCORING SHEET FOR CRITICAL THINKING

Essay # _____

Reader: _____

10	Students will demonstrate the ability to take reasoned positions on issues of importance and support those position with evidence.	Good	Adequate	Poor	Unaccept-able
10a	The student has a clearly stated conclusion as to the reasonableness of the argument in the author's essay.	4	3	2	1
10b	The student provided reasons to support their conclusion.	4	3	2	1
10c	The reason(s) provided give relevant support for the student's conclusion.	4	3	2	1
10d	The reason(s) provided give adequate support for the student's conclusion.	4	3	2	1
11	Students will demonstrate the ability to apply reasoning to solve authentic problems through experimentation, data collection, and induction of principles.				
11a	The student has accurately interpreted statistical data in charts and/or tables.	4	3	2	1
11b	The student has drawn appropriate conclusions from the statistical data in charts and/or tables.	4	3	2	1
12	Students will demonstrate the ability to apply quantitative reasoning to problem-solving.				
12a	The student demonstrates an understanding of what role the statistical (quantitative) evidence plays in the author's argument.	4	3	2	1
12b	The student demonstrates an ability to critically assess the relevance of the quantitative evidence.	4	3	2	1
12c	The student demonstrates an ability to critically assess the accuracy of the quantitative evidence.	4	3	2	1
13	Students will demonstrate the ability to critically examine issues that affect their world.				
13a	The student identified the conclusion (the main point) of the author's essay.	4	3	2	1
13b	The student identified the reason(s) (the evidence) offered by the author in support of that conclusion.	4	3	2	1
13c	The student identified an implication (or implications) of accepting the author's proposal.	4	3	2	1
13d	The student evaluated the implications of accepting the author's proposal.	4	3	2	1
13e	The student provided reason(s) to support their assessment of the implication of the author's proposal.	4	3	2	1

NARRATIVE RUBRIC FOR CRITICAL THINKING

	GENERAL ED OUTCOMES, CRITICAL THINKING	GOOD 4	ADEQUATE 3	POOR 2	UNACCEPT- ABLE 1
10a	The student has a clearly stated conclusion as to the reasonableness of the argument in the author's essay.	Conclusion is easy to find and unambiguously stated.	Conclusion can be found and is relatively clearly stated.	Conclusion is not easy to locate and/or is unclearly stated.	Conclusion cannot be located and/or cannot be understood.
10b	The student provided reasons to support their conclusion.	Reasons provided to support conclusion are easy to find and unambiguously stated.	Reasons provided to support conclusion can be found and are relatively clearly stated.	Reasons provided to support conclusions are not easy to locate and/or are not clearly stated.	Reasons provided to support conclusions cannot be located and/or cannot be understood.
10c	The reason(s) provided give relevant support for the student's conclusion	All reasons provided give relevant support to conclusion.	Most of the reasons provided give relevant support to the conclusion but at least one reasons is not obviously relevant to conclusion.	At least one reason offered gives relevant support to the conclusion; most reasons are not obviously relevant to the conclusion.	None of the reasons provided give relevant support to the conclusion or no reasons have been provided.
10d	The reason(s) provided give adequate support for the student's conclusion.	Taken together, the reasons provide adequate support for the conclusion.	Taken together, the reasons provide some support for the conclusion, but are not by themselves adequate.	Taken together, the reasons provide little support for the conclusion.; the conclusion is largely unsupported.	Taken together the reasons provided offer no support for the conclusion or no reasons have been provided.
11a	The student has accurately interpreted statistical data in charts and/or tables.	Essay provides a clear and accurate interpretation of statistical data.	Essay provides an interpretation of statistical data that is largely clear and accurate.	Essay provides an interpretation of statistical data that is mostly inaccurate and/or unclearly stated.	Interpretation of statistical data is entirely incorrect or non-existent.
11b	The student has drawn appropriate conclusions from the statistical data in charts and/or tables.	Essay includes clearly stated and appropriate conclusions drawn from the statistical data in charts and/or tables.	Essay includes relatively clear and appropriate conclusions drawn from the statistical data in charts and/or tables.	Essay includes conclusions drawn from the statistical data in charts and/or tables that are either unclearly stated are not entirely appropriate.	Conclusions drawn from the statistical data in charts and/or tables are either entirely inappropriate or nonexistent.
12a	The student demonstrates an understanding of what role the statistical (quantitative) evidence plays in the author's argument.	The essay demonstrates an excellent understanding of what role the statistical (quantitative) evidence plays in the author's argument.	The essay demonstrates a mostly correct understanding of the role statistical (quantitative) evidence plays in the author's argument.	The essay demonstrates a mostly incorrect understanding of the role statistical (quantitative) evidence plays in the author's argument.	The essay demonstrates an entirely incorrect understanding of the role statistical (quantitative) evidence plays in the author's argument; discussion of role statistical evidence plays in author's argument not present.
12b	The student demonstrates an ability to critically assess the relevance of the quantitative evidence.	Essay demonstrates an excellent critical assessment of the relevance of the quantitative evidence.	Essay demonstrates a critical assessment of the relevance of the quantitative evidence that is largely correct and clearly stated.	Essay demonstrates a critical assessment of the relevance of the quantitative evidence that is mostly incorrect and/or mostly unclearly stated.	There is no critical assessment of the relevance of the quantitative evidence or assessment is unclearly stated.

NARRATIVE RUBRIC FOR CRITICAL THINKING (Cont.)

	GENERAL ED OUTCOMES, CRITICAL THINKING	GOOD 4	ADEQUATE 3	POOR 2	UNACCEPT- ABLE 1
12c	The student demonstrated an ability to critically assess the accuracy of the quantitative evidence.	Essay demonstrates an excellent critical assessment of the accuracy of the quantitative evidence.	Essay demonstrates a critical assessment of the accuracy of the quantitative evidence that is largely correct and clearly stated.	Essay demonstrates a critical assessment of the accuracy of the quantitative evidence that is mostly incorrect and/or mostly unclearly stated.	There is no critical assessment of the accuracy of the quantitative evidence or assessment is unclearly stated.
13a	The student identified the conclusion of the author's essay.	The conclusion of the author's essay is accurately and clearly stated.	The conclusion of the author's essay is mostly adequate and for the most part clearly stated.	The conclusion of the author's essay is mostly inaccurate and/or unclearly stated.	The conclusion of the author's essay is misidentified, very poorly described or not included.
13b	The student identified the reason(s) offered by the author in support of that conclusion.	The author's reasons are accurately and clearly stated.	The author's reasons are mostly accurately and clearly stated.	The author's reasons are mostly inaccurately and/or unclearly stated.	The author's reasons are entirely inaccurate, and/or unclearly stated and/or not included.
13c	The student identified an implication of accepting the author's proposal.	Clearly and accurately identified at least one implication of accepting the author's proposal.	Implication of accepting the author's proposal was relatively clearly and accurately identified.	Any implications identified are inaccurate and/or unclearly stated.	No implications of accepting author's proposal identified.
13d	The student evaluated the implications of the author's proposal.	Essay provided excellent analysis of the implication(s) of accepting author's proposal.	Essay provided relatively clear analysis of the implication(s) of accepting author's proposal.	Essay provided poor or cursory analysis of the implication(s) of accepting author's proposal.	Essay provided wholly inadequate analysis of the implication(s) of accepting author's proposal; no analysis of the implications of accepting author's proposal was provided.
13e	The student provided reason(s) to support their assessment of the implication of the author's proposal.	Essay provided excellent reason(s) to support their assessment of the implication of the author's proposal	Reason(s) provided to support their assessment of the implication of the author's proposal mostly well-stated and clearly reasoned.	Reason(s) provided to support their assessment of the implication of the author's proposal too brief, unclearly stated or poorly reasoned.	Reason(s) provided to support their assessment of the implication of the author's proposal wholly unclear; no reasons provided.