Northeastern Illinois University General Education Critical Thinking Rubric

Quality Macro Criteria	No/Limited Proficiency (D&E)	Some Proficiency (C)	Proficiency (B)	High Proficiency (A)
1. Identifies & Explains Issues	Fails to identify, summarize, or explain the main problem or question. Represents the issues inaccurately or inappropriately.	Identifies main issues but does not summarize or explain them clearly or sufficiently	Successfully identifies and summarizes the main issues, but does not explain why/how they are problems or create questions	Clearly identifies and summarizes main issues and successfully explains why/how they are problems or questions; and identifies embedded or implicit issues, addressing their relationships to each other.
2. Distinguishes Types of Claims	Fails to label correctly any of the factual, conceptual and value dimensions of the problems and proposed solutions.	Successfully identifies some, but not all of the factual, conceptual, and value aspects of the questions and answers.	Successfully separates and labels all the factual, conceptual, and value claims	Clearly and accurately labels not only all the factual, conceptual, and value, but also those implicit in the assumptions and the implications of positions and arguments.
3. Recognizes Stakeholders and Contexts	Fails accurately to identify and explain any empirical or theoretical contexts for the issues. Presents problems as having no connections to other conditions or contexts.	Shows some general understanding of the influences of empirical and theoretical contexts on stakeholders, but does not identify many specific ones relevant to situation at hand.	Correctly identifies all the empirical and most of theoretical contexts relevant to all the main stakeholders in the situation.	Not only correctly identifies all the empirical and theoretical contexts relevant to all the main stakeholders, but also finds minor stakeholders and contexts and shows the tension or conflicts of interests among them.
4. Considers Methodology	Fails to explain how/why/which specific methods of research are relevant to the kind of issue at hand.	Identifies some but not all methods required for dealing with the issue; does not explain why they are relevant or effective.	Successfully explains how/why/which methods are most relevant to the problem.	In addition to explaining how/why/which methods are typically used, also describes embedded methods and possible alternative methods of working on the problem.
5. Frames Personal Responses and Acknowledges Other Perspectives	Fails to formulate and clearly express own point of view, (or) fails to anticipate objections to his/her point of view, (or) fails to consider other perspectives and position.	Formulates a vague and indecisive point of view, or anticipates minor but not major objections to his/her point of view, or considers weak but not strong alternative positions.	Formulates a clear and precise personal point of view concerning the issue, and seriously discusses its weaknesses as well as its strengths.	Not only formulates a clear and precise personal point of view, but also acknowledges objections and rival positions and provides convincing replies to these.

California State University, Fresno General Education Scoring Guide for Critical Thinking
Downloaded 3/2/05 from http://www.csufresno.edu/cetl/assessment/CTScoring.doc

Scoring Level	Interpretation	Analysis & Evaluation	Presentation
4 - Accomplished	Analyzes insightful questions Refutes bias Critiques content Examines inconsistencies Values information	Examines conclusions Uses reasonable judgment Discriminates rationally Synthesizes data Views information critically	Argues succinctly Discusses issues thoroughly Shows intellectual honesty Justifies decisions Assimilates information
3 - Competent	Asks insightful questions Detects bias. Categorizes content. Identifies inconsistencies Recognizes context	Formulates conclusions Recognizes arguments Notices differences Evaluates data Seeks out information	Argues clearly Identifies issues Attributes sources naturally Suggests solutions Incorporates information
2 - Developing	Identifies some questions Notes some bias Recognizes basic content States some inconsistencies Selects sources adequately	Identifies some conclusions Sees some arguments Identifies some differences Paraphrases data Assumes information valid	Misconstructs arguments Generalizes issues Cites sources Presents few options Overlooks some information
1 - Beginning	Fails to question data Ignores bias Misses major content areas Detects no inconsistencies Chooses biased sources	Fails to draw conclusions Sees no arguments Overlooks differences Repeats data Omits research	Omits argument Misrepresents issues Excludes data Draws faulty conclusions Shows intellectual dishonesty

Rubrics for Assessing Information Competence in the California State University

ACRL Standard	Beginning	Proficient	Advanced
1. Determine the Extent of the Information Needed	Student is unable to effectively formulate a research question based on an information need.	Student can formulate a question that is focused and clear. Student identifies concepts related to the topic, and can find a sufficient number of information resources to meet the information need.	Question is focused, clear, and complete. Key concepts and terms are identified. Extensive information sources are identified in numerous potential formats.
2. Access the Needed Information Effectively and Efficiently	Student is unfocused and unclear about search strategy. Time is not used effectively and efficiently. Information gathered lacks relevance, quality, and balance.	Student executes an appropriate search strategy within a reasonable amount of time. Student can solve problems by finding a variety of relevant information resources, and can evaluate search effectiveness.	Student is aware and able to analyze search results, and evaluate the appropriateness of the variety of (or) multiple relevant sources of information that directly fulfill an information need for the particular discipline,
3. Evaluate Information and its Sources Critically	Student is unaware of criteria that might be used to judge information quality. Little effort is made to examine the information located	Student examines information using criteria such as authority, credibility, relevance, timeliness, and accuracy, and is able to make judgments about what to keep and what to discard.	Multiple and diverse sources and viewpoints of information are compared and evaluated according to specific criteria appropriate for the discipline. Student is able to match criteria to a specific information need, and can articulate how identified sources relate to the context of the discipline.
4. Use Information Effectively to Accomplish a Specific Purpose	Student is not aware of the information necessary to research a topic, and the types of data that would be useful in formulating a convincing argument. Information is incomplete and does not support the intended purpose.	Student uses appropriate information to solve a problem, answer a question, write a paper, or other purposes	Student is aware of the breadth and depth of research on a topic, and is able to reflect on search strategy, synthesize and integrate information from a variety of sources, draw appropriate conclusions, and is able to clearly communicate ideas to others
5. Understand the Economic, Legal, and Social Issues surrounding the Use of Information, and Access and Use Information Ethically and Legally	Student is unclear regarding proper citation format, and/or copies and paraphrases the information and ideas of others without giving credit to authors. Student does not know how to distinguish between information that is objective and biased, and does not know the role that free access to information plays in a democratic society.	Student gives credit for works used by quoting and listing references. Student is an ethical consumer and producer of information, and understands how free access to information, and free expression, contribute to a democratic society.	Student understands and recognizes the concept of intellectual property, can defend him/herself if challenged, and can properly incorporate the ideas/published works of others into their own work building upon them. Student can articulate the value of information to a free and democratic society, and can use specific criteria to discern objectivity/fact from bias/propaganda.

*Prepared by the CSU Information Competence Initiative, October 2002, based on the 2000 ACRL *Information Literacy Competency Standards For Higher Education.* For more information, see http://www.calstate.edu/LS/1_rubric.doc.