

UNF SoE Critical Thinking Rubric

Elements		Beginning	Developing	Competent	Accomplished		
Comprehension	What is the problem?	<p>Keywords</p> <ul style="list-style-type: none"> Understanding Reasoning Depth of thought Soundness of evidence 	Defines the problem in relation to need thru observation and review of existing information.	Identifies the problem in a preliminary fashion but does not link it with the need. Fails to identify problem components or lacks focus.	Identifies the problem and provides a tenuous link to the need but ambiguity remains and not all problem components distilled.	Clearly identifies the problem and provides strong link to need. Able to articulate the overall problem and its key components but unable to understand priority of components.	Clearly identifies the problem and provides strong link to need. Able to accurately articulate the overall problem along with its concomitant components. Can also clearly separate out priority of components in respect to need.
	Application	How the problem was approached?	<p>Keywords</p> <ul style="list-style-type: none"> Apply theories to new areas Formulate solutions Creativity Predicting Generalizing 	Proposing multiple methods of solution	Names a single solution, position, or perspective, often inaccurately, or fails to present a solution, position or perspective.	Identifies simple solutions, oversimplified positions, or perspectives with minor inaccuracies.	Describes two or more solutions, positions, or perspectives accurately.
Analysis	How was the problem solved?	<p>Keywords</p> <ul style="list-style-type: none"> Process information or data Conceptualize solutions Analyze Breakdown Differentiating 	Assumptions	Incomplete presentation that ignores relevant assumptions	Simplistic presentation that ignores relevant assumptions	Complete, fair presentation of some relevant assumptions	Complete, fair presentation of all relevant assumptions
			Apply method to generate results	Labels formulas, procedures, principles, or themes inaccurately, or omits them.	Uses appropriate formulas, procedures, principles, or themes with minor inaccuracies	Applies formulas, procedures, principles, and themes appropriately and accurately in familiar contexts.	Employs formulas, procedures, principles, and themes accurately, appropriately, and/or creatively in new contexts.
Synthesis	How else can the problem be solved?	<p>Keywords</p> <ul style="list-style-type: none"> Combine Develop solutions with constraints Design Invent Use existing literature with new data 	Responds to question with conclusion or hypothesis.	Proposes no comprehensible conclusion or hypothesis, wanders from the given question.	Indicates conclusion or hypothesis, answers the question but explanation is weak and not supported by evidence	States conclusion or hypothesis, shows how it emerges from the evidence, answers the given question	Clearly states conclusion or hypothesis, shows how it emerges from the evidence, demonstrates its relationship to the given question.
			Selecting the most appropriate method	Provides a solution that does not meet the specifications required	Presents a reasonable solution, but does not justify or clearly articulate the solution. No discussion of alternative approaches included.	Clearly articulates the design of the solution. Some discussion of basis in data and/or theory is present but not thorough. Provides some justification for approach, but does not acknowledge that other possibilities are feasible	Clearly articulates design of solution, and draws on data and/or theoretical basis as appropriate. Acknowledges that other approaches may be feasible, and provides justification for the chosen method.
Evaluation	How was the solution assessed?	<p>Keywords</p> <ul style="list-style-type: none"> Compare hypotheses Justify Evaluate Interpret Critique Recommend 	Conclusions and evaluation	Attempts a conclusion or evaluation that is illogical or inconsistent with evidence presented, or omits a conclusion or solution altogether	Presents abbreviated or simple conclusions that are mostly consistent with the evidence presented, with minor inconsistencies or omissions	Clearly states and discusses conclusions. Organizes a conclusion or solution that is complete, logical, and consistent with evidence presented.	Clearly states and discusses conclusions. Considers implication and consequences of the conclusion in context, relative to assumptions, and supporting evidence. Provides reflective thought with regards to the assertions.