Critical Thinking Rubric

Modify excerpts from this rubric for you and your students to use to assess critical thinking.

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Analysis	I identify and communicate relevant, appropriate attributes, and describe them thoroughly and accurately.	I identify appropriate attributes and communicate them accurately.	I identify some attributes with help, but I have difficulty explaining them clearly.	I do not identify attributes or I identify them inaccurately.
Synthesis	I synthesize information by combining various ideas, opinions, and decisions into new ideas with fresh insights and logical conclusions.	I synthesize information by logically combining different ideas to create new insights.	I synthesize information by just adding two ideas together without creating new insights.	I do not synthesize information.
Inductive Reasoning	I identify patterns in groups of abstract and concrete objects and ideas. I use the insights I have gained from looking at patterns to develop broader, meaningful categories and insights that apply to new concepts.	I identify patterns in groups of concepts and ideas. I use patterns to develop broader categories and insights that apply to new concepts.	The patterns I find often are about unimportant features or only apply to a couple of concepts. Sometimes, I use the patterns I identify to create broader categories and ideas that apply to new concepts.	The patterns I find often do not make sense. I cannot create new categories from the patterns I identify.

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Education

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Deductive Reasoning	I understand the components of principles, rules, and generalizations deeply enough to apply them to novel concrete situations and ideas in order to solve problems and create new generalizations.	I apply principles, rules, and generalizations to novel concrete situations in order to solve problems.	With help, I can apply principles, rules, and generalizations to concrete situations.	I cannot apply principles, rules, or generalizations to concrete situations.
Systems Thinking	I correctly name all the parts of the system. I explain how the parts work and why they are important. I explain how the different parts in a system relate to each other. I understand how changes in one part affect other parts.	I can create an accurate visual representation that shows causes and effects. I explain how the different parts in a system relate to each other.	I can create a somewhat accurate visual representation that shows causes and effects. I explain how some parts in a system relate to other parts.	With help, I can create a visual representation that shows causes and effects. I cannot explain how parts in a system relate to each other.
Decision Making	I research a topic or issue thoroughly before making a decision. I generate several options for the decision and consider all the possible consequences for each decision before making up my mind.	I research a topic or issue before I make a decision. I generate more than one option and anticipate possible consequences before making up my mind.	I do very little research before I make a decision. I usually just think of two options and then choose one quickly.	I do not use a process when making important decisions.
Problem Solving	I carefully analyze all the characteristics of a problem before I begin to solve it. Then I find the information I need and use the strategies and tools I have learned to come up with a solution.	I analyze a problem before I begin to solve it. Then I find the information I need and use strategies to come up with a solution.	I think about a problem for a little bit before I try to solve it and then use what I already know to come up with a solution.	I do not think very much about how I solve problems. I just do whatever comes to me first.

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Questioning	I ask thoughtful, relevant questions that demonstrate a deep interest in learning more about the topic and that lead to further research and thinking.	I ask thoughtful, relevant questions that demonstrate an interest in learning.	I ask relatively superficial questions that show little engagement with the topic or with learning.	I do not ask questions.
Communication	I can explain my reasoning processes and the conclusions I have drawn in a clear and thorough way.	I can explain my reasoning processes and the conclusions I have drawn.	I can somewhat explain my reasoning processes and the conclusions I have drawn.	I cannot explain my reasoning processes or my conclusions in a way that people can understand.

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