

Appendix A: Empire State College Critical Thinking Rubric

GEAR Critical Thinking Rubric

Rater Number _____

Student Sample Number _____

Please *fill in* the circle that best reflects your assessment of each of the following objectives for student's work in Critical Thinking. Refer to the rubric for the appropriate evaluative criteria for each objective.

1. Students will identify, analyze, and evaluate arguments as they occur in their own and others' work.	
<p>Exceeding: The student's work</p> <ol style="list-style-type: none"> 1. Identifies the target argument(s) and clearly distinguishes it from any extraneous elements such as expressions of opinion and descriptions of events. 2. Carefully articulates the argument's conclusion, clearly distinguishes it from its premises and identifies most relevant definitions and/or hidden assumptions. 3. Clearly and correctly assesses whether the argument's premises provide sufficient logical support for the conclusion, independently of whether the premises are true. 4. Clearly and correctly assesses the reasonableness of the premises, including the credibility of their sources (e.g., observation, testimony, measurement, experiment, etc.), independently of whether the premises support the conclusion. 	<input type="radio"/>
<p>Meeting: The student's work</p> <ol style="list-style-type: none"> 1. Identifies the target argument(s). 2. Distinguishes the argument's conclusion from its premises and some effort is made to identify relevant definitions and/or hidden assumptions. 3. Correctly assesses whether the argument's premises provide sufficient logical support for the conclusion, independently of whether the premises are true. 4. Correctly assesses the reasonableness of the premises, including the credibility of their sources, independently of whether they support the conclusion. 	<input type="radio"/>
<p>Approaching: The student's work</p> <ol style="list-style-type: none"> 1. Identifies the target argument(s) but includes extraneous elements such as expressions of opinion and descriptions of events. 2. Distinguishes the argument's conclusion from its premises, but little effort is made to identify relevant definitions and/or hidden assumptions. 3. Attempts to assess whether the argument's premises provide sufficient logical support for the conclusion, independently of whether the premises are true. 4. Attempts to assess the reasonableness of the argument's premises, but little effort is made to consider the credibility of the premises' sources. 	<input type="radio"/>
<p>Not Meeting: The student's work</p> <ol style="list-style-type: none"> 1. Does not isolate the argument(s) from extraneous elements in the text. 2. Does not identify the argument's conclusion or distinguish it sufficiently from the premises and little or no effort is made to identify relevant definitions or hidden assumptions. 3. Does not address whether the argument's premises provide sufficient logical support for the conclusion, independently of the truth of the conclusion. 4. Does not consider whether the premises are reasonable to believe, independently of whether they support the conclusion or else no effort is made to evaluate the credibility of the premises' sources. 	<input type="radio"/>
N/A	<input type="radio"/>
<p>Comment:</p> 	

2. Students will develop well-reasoned arguments.

Exceeding: the student's work

1. Develops a clearly articulated argument, using evidence and/or systematic logical reasoning in support of a conclusion or point of view.
2. Identifies relevant qualifications or objections or alternative points of view and prioritizes evidence and/or reasons in support of the conclusion.
3. Describes the broader relevance, significance or context of the issue and/or applies the reasoning to a novel problem.

O

Meeting: the student's work

1. Presents an argument using evidence and /or logical reasoning in support of a point of view.
2. Identifies some qualifications or objections or alternative points of view.
3. Describes the broader relevance, significance of context and/or applies the reasoning to a novel problem.

O

Approaching: the student's work

1. States a conclusion or point of view but does not organize the evidence or reasons in a logically adequate way.
2. Does not clearly identify or respond to relevant objections or alternative points of view.
3. Does not adequately describe the broader relevance or significance or apply the reasoning to a novel problem.

O

Does not meet: the student's work

1. Does not clearly state a conclusion or point of view or else little or no supporting reasoning or evidence is presented.
2. Makes no attempt to recognize or respond to objections or alternative points of view.
3. Makes no attempt to describe the broader relevance or significance or to apply the reasoning to a novel problem.

O

N/A

O

Comment: