

Think Critically Evaluation Rubric

Behavior Absent	Behavior Developing	Behavior Strongly Present
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1. Student correctly identifies the problem implicit in the task (the prompt or assignment) and chooses a reasonable method or strategy to solve the problem.

Doesn't identify the problem	Identifies problem but method is absent or unreasonable	Identifies problem and reasonable method or strategy			
1	2	3	4	5	6

2. Student applies relevant evidence to problem (concepts, background information, personal experience, expert authority, etc.).

Conclusions or solutions are unsupported (no evidence or wrong evidence)	Relevance is unclear; conclusions are drawn from incomplete evidence	Conclusions or solutions are supported			
1	2	3	4	5	6

3. Student synthesizes evidence (concepts, background information, personal experience, expert authority, etc.) in order to draw a conclusion, predict an outcome, or envision an alternative outcome.

Evidence is disconnected from related evidence and the conclusion or outcome	Relationships among points of evidence and conclusion(s) are unclear or contrived	Evidence is combined into logical relationships; evidence leads to conclusion or outcome			
1	2	3	4	5	6

4. Student expresses ideas with precision and clarity.

Ideas are vague and generalized	Ideas are expressed with some precision and clarity	Ideas are concrete and specific			
1	2	3	4	5	6

5. Student differentiates his or her knowledge and thought processes from other sources.

No boundaries	Boundaries are unclear at points	Boundaries are clearly understood			
1	2	3	4	5	6

6. Student is aware of his or her assumptions, intellectual habits, or emotional responses.

Work is unconsciously biased	Work demonstrates some objectivity	Work is objective or consciously subjective			
1	2	3	4	5	6

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