

	<b>Proficient</b> <i>(thorough and competent application)</i>	<b>Developing</b> <i>(some application)</i>	<b>Beginning</b> <i>(very limited or lack of application)</i>
<b>Explanation of Issues</b> <i>(purpose, justification, or imperative for the inquiry)</i>	Issue/problem to be considered is stated clearly and comprehensively.	Issue/problem to be considered is stated, but the explanation might be incomplete, ambiguous, or unclear.	Issue/problem to be considered is not stated.
<b>Use of Evidence</b>	Relevant information from sources is analyzed, interpreted, or evaluated to support an objective or position.	Relevant information from sources is presented with some analysis, interpretation, or evaluation, but this process is not consistently demonstrated.	Information from sources is not relevant or presented as fact, without any interpretation, evaluation, or analysis.
<b>Analysis of Context and Assumptions</b>	Assumptions and contexts are thoroughly examined, and their impact on the student's position are explained.	Assumptions and contexts are acknowledged, and there is an attempt to demonstrate how they may influence conclusions.	Assumptions and contexts are not acknowledged, or there is a minimal attempt to articulate their influence.
<b>Student's Position</b> <i>(thesis, perspective, or hypothesis)</i>	Student's position thoroughly addresses the issue's complexities, acknowledges its potential limitations and weaknesses, and demonstrates a deep engagement with different viewpoints.	Student's position shows awareness of different viewpoints or approaches to the issue, but might not successfully compare, contrast, or discuss those differences.	Student's position may be simplistic or stated without any acknowledgement of relevant opposing or supporting viewpoints.
<b>Conclusions and Related Outcomes</b>	Conclusions are directly related to and supported by the evidence presented. Implications and consequences related to the conclusions are clearly explained.	Conclusions are often tied to the evidence presented. Implications and consequences related to the conclusions are not consistently explained.	Conclusions are not supported by the evidence presented. Implications and consequences related to the conclusions are not explained, or the explanation might be oversimplified.

**Mastery Level:** Proficient

Rubric adapted from the [AACU's Critical Thinking VALUE Rubric \(CC BY-NC-SA 4.0\)](#)

Last Updated July 2024