



UNITED STATES UNIVERSITY

KNOWLEDGE IS EMPOWERMENT

Critical Thinking Rubric

A person who is competent in critical thinking possesses the ability to analyze and evaluate information and arguments, interpretations, or hypotheses in order to solve problems and form well-reasoned positions.

Criteria	0 Not attempted	1 Attempted but in a simplistic or incomplete way	2 Achieved	3 Achieved in a comprehensive way
Evidence The student's use of supporting evidence or data	Evidence is missing or inappropriate to consider for the task/issue.	Evidence is simplistic and/or imprecise but is appropriate to consider for the task/issue.	Evidence is specific, valid, reliable, and clearly appropriate to consider for the task/issue.	Evidence is specific, valid, reliable, accurate, relevant and complete, clearly presenting all information that should be considered for the task/issue.
Analysis: Evidence The student's evaluation of the evidence (for accuracy, relevance, validity, reliability, precision, importance, and context)	Evidence is not evaluated.	Evidence is evaluated but in a simplistic or incomplete way.	Evidence is evaluated systematically and completely.	Evidence is thoroughly evaluated, judiciously identifying and considering all important information.
Analysis: Arguments (Arguments, Interpretations, Hypotheses) The student's evaluation of arguments (for logical strength/validity, opinion/bias, and value judgments)	Arguments are not evaluated.	Arguments are evaluated but in a simplistic or incomplete way.	Arguments are evaluated systematically and completely.	Arguments are thoroughly and accurately evaluated, conveying an understanding of the arguments, assumptions, inferences, and implications involved in discussion of the topic.
Student's Position The student's development of a hypothesis, thesis, perspective based on the evidence and analysis	Student did not demonstrate a position.	Position is stated, but is simplistic and obvious and/or inconsistent with the evidence/analysis presented.	Cohesive position is consistent with the evidence and analysis presented but may not represent the complexity of the issue/range of positions possible.	Cohesive position is consistent throughout and developed with supporting evidence and analysis that conveys the complexity of the issue/includes a discussion of the strengths and limitations of the

				student's position and the opposing position (as applicable).
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For lower division courses/assignments, students should either analyze/evaluate evidence or points of view; for upper division and graduate courses/assignments, students should be able to achieve all criteria.

Revised 7-16-2014