

## Core Curriculum Core Skills 1A #1 Critical Thinking Value Rubric (3 hrs)

Objective: Students will utilize these skills in order to understand, question, revise, and generate knowledge.

### A. Critical thinking and reasoning (3 hours)

Learning Outcomes: Students will be able to:

1. identify arguments
2. evaluate arguments through reasoning
3. formulate arguments for a thesis

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

|                         | Accomplished (4) [Exceeded]  | Proficient (3) [Met]  | Developing (2) [Partially Met]   | Beginning (1) [Not Met]   | Null [Not Met]                                |
|-------------------------|--|---|--|---|---|
| SLO1 Identify arguments | <input type="checkbox"/> Accurately identifies conclusions and their supporting reasons.<br><hr/> <input type="checkbox"/> Identifies all relevant unstated reasons or conclusions.<br><hr/> <input type="checkbox"/> Identifies a wide variety of argument/reasoning forms appropriate for the purpose.<br><hr/> <input type="checkbox"/> Derives comprehensive interpretations/ evaluations from information gathered from a variety of appropriate sources to develop a comprehensive analysis or synthesis of the issue. | <input type="checkbox"/> Identifies conclusions and their supporting reasons.<br><hr/> <input type="checkbox"/> Identifies most unstated reasons or conclusions<br><hr/> <input type="checkbox"/> Identifies a variety of argument /reasoning forms appropriate for the purpose.<br><hr/> <input type="checkbox"/> Derives sufficient interpretations/ evaluations from information gathered from sources to develop an analysis or synthesis of the issue. | <input type="checkbox"/> Provides conclusions that may have minimal support.<br><hr/> <input type="checkbox"/> Limited awareness of unstated reasons or conclusions.<br><hr/> <input type="checkbox"/> Identifies some common argument forms.<br><hr/> <input type="checkbox"/> Limited interpretation/evaluation of information is gathered from sources that does not develop a cohesive analysis or synthesis of the issue. | <input type="checkbox"/> Conclusions are not supported.<br><hr/> <input type="checkbox"/> Does not recognize unstated reasons or conclusions.<br><hr/> <input type="checkbox"/> No use of argument forms.<br><hr/> <input type="checkbox"/> Information is taken from sources without any interpretation or evaluation. There is no cohesive analysis or synthesis of the issue | <input type="checkbox"/> No evidence provided |
| SLO2 Evaluate arguments | <input type="checkbox"/> Viewpoints are questioned/or challenged thoroughly.<br><hr/> <input type="checkbox"/> Systematically evaluates own and others assumptions (biases).<br><hr/>  | <input type="checkbox"/> Viewpoints are subject to questioning.<br><hr/> <input type="checkbox"/> Evaluates own and others assumptions (biases) not systematically<br><hr/>   | <input type="checkbox"/> Viewpoints are taken primarily as fact, with little questioning.<br><hr/> <input type="checkbox"/> Questions some assumptions.<br><hr/>   | <input type="checkbox"/> Viewpoints are taken as fact without questioning.<br><hr/> <input type="checkbox"/> Shows emerging awareness of assumptions.<br><hr/>  | <input type="checkbox"/> No evidence provided |

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|--|---|---|--|---|---|
|  | <input type="checkbox"/> Accurately judges the relevance and plausibility of contexts when presenting a position.<br><hr/> <input type="checkbox"/> Accurately judges the strength of inferences (reasoned arguments) offered in conclusions.                                   | <input type="checkbox"/> Judges the relevance and plausibility of contexts when presenting a position.<br><hr/> <input type="checkbox"/> Judges the strength of inferences (reasoned arguments) offered in conclusions.         | <input type="checkbox"/> Identifies the relevance and plausibility of contexts when presenting a position.<br><hr/> <input type="checkbox"/> Presents inferences (reasoned arguments) in conclusions.                                      | <input type="checkbox"/> Relevance and plausibility of contexts are not considered.<br><hr/> <input type="checkbox"/> Inferences (reasoned arguments) are not included in conclusions |   |
| SLO3 Formulate arguments for a thesis. | <input type="checkbox"/> Synthesizes evidence to explain insightful patterns well supported by evidence and arguments.<br><hr/> <input type="checkbox"/> Organizes evidence to explain differences, or similarities related to focus in an effort to reach a reasoned judgment. | <input type="checkbox"/> Synthesizes evidence to explain patterns supported by evidence and arguments.<br><hr/> <input type="checkbox"/> Organizes evidence to explain important differences, or similarities related to focus. | <input type="checkbox"/> Presents evidence to explain patterns supported by evidence or arguments.<br><hr/> <input type="checkbox"/> Organizes evidence, but the organization is not effective in explaining differences, or similarities. | <input type="checkbox"/> Lists evidence, but does not provide support.<br><hr/> <input type="checkbox"/> Is not effective in explaining differences, or similarities.                 | <input type="checkbox"/> No evidence provided |

Definitions:

- Accomplished: Completed, done, effected, highly skilled
- Proficient: Undergoing development, growing, evolving
- Developing: In the process of becoming, becoming more prominent
- Beginning: Exhibiting a marked lack of competence
- Null: no evidence detected