

University of Michigan-Flint General Education Rubric for the Assessment of CRITICAL THINKING

CRITICAL THINKERS prioritize relevant and credible information, subject information to controlled and disciplined powers of reason, and make an intellectual commitment to self-disciplined and self-corrective habits of mind

	Mastery 5	Developing 4	Developing 3	Emerging 2	Emerging 1	0	N/A
1. EVALUATE INFORMATION <i>Identifies relevant and credible information</i>	Critiques the research methodologies through which information has been generated; differentiates between the roles played within a field by empirical, deductive, speculative, theoretical, and creative reasoning	Assesses the nature and quality of information based upon the field's standards of evidence	Identifies and prioritizes relevant information for a particular purpose and context	Discerns subtleties within categories of information (i.e. opinions based upon professional knowledge vs. opinions based upon personal experience)	Differentiates between broad categories of information (i.e. fact vs. opinion)	Does not differentiate between forms of information	
2. ANALYZE, INTERPRET, AND EXTRAPOLATE <i>Subjects information to controlled and disciplined powers of reason</i>	Anticipates outcomes, consequences, and implications of analytical methodologies; recasts and applies analytical findings in alternate and hypothetical contexts; creates bridges between sets of rational positions	Accurately and precisely interprets information presented in field-specific structures; employs field-specific interpretive or analytical methodologies to draw or test informed conclusions; proposes possible applications	Interprets and analyzes information using thoughtful reasoning; draws reasonable conclusions	Independently makes interpretive and analytical moves upon information, although emerging powers of reason may be undisciplined (irrational, biased, prejudiced, partial, uninformed, etc.)	Under guided conditions, asserts a simple but functional meaning for a limited and controlled set of information	Sees information as without need of interpretation	
3. NURTURE A CRITICAL PROCESS <i>Makes an intellectual commitment to self-disciplined and self-corrective habits of mind</i>	Trusts, respects, and is committed to exercising critical habits of mind to guide behavior and belief; has internalized rigorous intellectual standards (observing closely, thinking deeply and precisely, making connections to other analytical fields, etc)	Responds critically across multiple contexts asking increasingly complex questions; has begun to selectively assemble a set of critical tools from multiple disciplines that s/he employs and can describe	Has become a questioner; is compelled to press ideas further and to make meaning out of observations and experiences; has become suspicious of oversimplification	Interested in moving beyond the surface of observations, pulling back layers; beginning to question assumptions	Engages in idle wondering	Uncomfortable with critical habits of mind; prefers description or memorization to analysis	

Overall, has this student demonstrated competent critical thinking for this course at this level in this discipline? Yes No

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