

Reasoning: Critical Thinking – Rubric

Reasoning ILO: Graduates of the undergraduate programs will be able to use critical reasoning to make decisions using logical, scientific and value reasoning as appropriate

Reasoning PLO: Graduates of Simpson College will be able to...	Critical Thinking SLO: Students who complete a course in Critical Thinking will be able to...	Objective Exceeded (4)	Objective Met (3)	Objective Minimally Met (2)	Objective Not Met (1)
...draw conclusions and solve problems using multiple problem solving methods	...draw conclusions by analyzing information critically	Uses evidence as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions	Uses the evidence as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions	Uses the evidence as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions	Uses the evidence as the basis for tentative, basic judgments and hesitant or uncertain about drawing conclusions
...evaluate decisions made based on criteria appropriate to the context of the question and the method of solution	...(a) generate and articulate an argument supported by (b) appropriate evidence	Pertinent arguments are articulated with clarity, logic, and demonstrate an informed evaluation of the evidence	Arguments are articulated with clarity, logic and demonstration and evaluation of the evidence	Arguments are articulated but might lack clarity, logic or strong connection to the evidence	Arguments are not articulated clearly, have illogical conclusions or misrepresent the evidence
		Provides a well-developed examination of evidence and questions its appropriateness, clearly distinguishing between fact and opinion	Examines evidence and questions its appropriateness, distinguishing between fact and opinion	Repeats information provided without questioning its appropriateness and/or does not distinguish between fact and opinion	Does not assess the appropriateness of the evidence
...evaluate decisions made based on criteria appropriate to the context of the question and the method of solution	...evaluate arguments for validity, bias, unchecked assumptions and/or other appropriate criteria	Evaluation of arguments is deep and elegant (e.g., contains thorough and insightful explanation) and considers, deeply and thoroughly, validity, bias, unchecked assumptions and/or other criteria	Evaluation of arguments is adequate (e.g., contains thorough explanation) and considers validity, bias, unchecked assumptions and/or other criteria	Evaluation of arguments is brief (e.g., explanation lacks depth) and considers validity, bias, unchecked assumptions and/or other criteria	Evaluation of arguments is superficial (e.g., contains cursory, surface level explanation) and might not consider validity, bias, unchecked assumptions and/or other criteria
...describe the obstacles to and issues of reasoning for decision making	...describe the effect of one's experiences on the development of critical thinking skills	Demonstrates strong awareness of the role that personal/academic experiences have on shaping one's critical thinking skills	Recognizes that personal/academic experiences shape one's critical thinking skills	Shows little awareness of the affect that personal/academic experiences have in shaping one's critical thinking skills	Shows no awareness of the affect that personal/academic experiences have in shaping one's critical thinking skills

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In part adapted from the AAC&U VALUE Rubrics for Critical Thinking, Quantitative Literacy and Problem Solving. <http://www.aacu.org/value/rubrics/>