

## Rubrics for Assessing General Education Critical or Creative Thinking Rubric

### Critical Thinking:

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

### Creative Thinking:

Creative Thinking reflects the capacity to combine existing ideas, images, or expertise in original ways; and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation and risk taking.

Student...	<b>3 Highly-Developed Stage</b>	<b>2 Developed Stage</b>	<b>1 Emerging Stage</b>	<b>0 Non-Existent</b>
<b>Formulates a Significant Question, Problem or Issue</b>	The question, problem or issue to be considered critically, in addition to being answerable or addressable, and in the scope of the assignment, is interesting, significant and complex.	The question, problem or issue to be considered critically is answerable or addressable, is appropriate for the scope of the assignment, and is one which is interesting but has limited significance or complexity.	The question, problem or issue to be considered critically is answerable or addressable, but is inappropriate for the scope of the assignment, or is relatively basic, uninteresting or insignificant.	The question, problem or issue to be considered critically is absent, a truism, or unanswerable.
<b>Demonstrates Understanding of the Problem, Question or Issue</b>	Issue/problem to be considered critically is stated clearly and described thoroughly, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
<b>Considers Underlying Assumptions</b>	Assumptions of self or others are considered thoroughly.	Assumptions of self or others are subject to questioning.	Assumptions of self or others are identified, but with little or no questioning.	Assumptions of self or others are not considered.
<b>Articulates Own Perspective,</b>	Position presented is clear and sophisticated,	Position is clear and adequate but lacks complexity.	Position is simplistic, unclear, obvious or just	Perspective, hypothesis or

Student...	<b>3 Highly-Developed Stage</b>	<b>2 Developed Stage</b>	<b>1 Emerging Stage</b>	<b>0 Non-Existent</b>
<b>Hypothesis or Position</b>	addressing the complexity of the issue.		repeats another's position.	position is missing.
<b>Provides Reasons for Position</b>	Reasons provided are logical, relevant and thorough.	Reasons provided are logical and relevant, but not thorough.	Reasons are provided but only occasionally, or are not logical or sufficiently relevant.	No reasons are provided.
<b>Selects and Then Analyzes Evidence for Reasoning</b>	Evidence selected is relevant and analyzed.	Evidence selected is relevant and subjected to some basic analysis.	Evidence is selected but only occasionally, or is either not relevant or not analyzed.	No evidence is selected or analyzed.
<b>Considers Alternate, Potentially Divergent or Contradictory Perspectives</b>	Alternative perspectives or counterarguments thoroughly considered, and this consideration is reflected in the development of the student's own perspective.	Uses awareness of alternative perspectives or counterarguments to develop student's own perspective, but not thoroughly.	Makes minimal use of counterarguments or perspectives alternative to student's own.	No consideration of counterarguments or perspectives alternative to student's own.
<b>Produces Something Original</b>	Transforms or goes beyond existing ideas or solutions by creating something entirely new.	Creates an idea, question, format or product with significant elements which are novel or unique.	Makes a new application of existing ideas, questions, formats or products.	Merely reports or repeats existing ideas, questions, formats or products.