

Texas A&M International University

Core Curriculum Rubric for Critical Thinking

	Exemplary 4	Accomplished 3	Competent 2	Beginning 1	Deficient 0
Inquiry	<ul style="list-style-type: none"> • An exceptional examination of a matter through interpretation of evidence, instructions, problems, tasks, etc. • Identifies a creative, focused, and manageable topic that addresses an idea or problem with numerous supporting details and examples which are organized logically and coherently. • Methodology or theoretical framework are skillfully developed, and may be synthesized across disciplines or from relevant subdisciplines. 	<ul style="list-style-type: none"> • Thoroughly examines a matter through interpretation of evidence, instructions, problems, tasks, etc. • Identifies a focused and manageable/doable topic that appropriately addresses the main idea or problem with some supporting details and examples in an organized manner. • Critical elements of methodology or theoretical framework are appropriately developed with more subtle elements explored. 	<ul style="list-style-type: none"> • Thoroughly examines a matter through interpretation of evidence, instructions, problems, tasks, etc. • Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic. • Critical elements of methodology or theoretical framework are appropriately developed; however, more subtle elements are ignored or unaccounted for. 	<ul style="list-style-type: none"> • Accurately examines a matter through interpretation of evidence, instructions, problems, tasks, etc. • Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic. • Critical elements of methodology or theoretical framework are missing, incorrectly developed, or unfocused. 	<ul style="list-style-type: none"> • An incomplete examination of a matter through interpretation of evidence, instructions, problems, tasks, etc. • Identifies a topic that is far too general and wide-ranging to be manageable or doable. • Inquiry design demonstrates a misunderstanding of methodology or theoretical framework.
Analysis	<ul style="list-style-type: none"> • Identifies and presents exceptional explanations of complex analyses OR identifies and promotes novel or alternative problem-solving. • Takes information from sources with enough interpretation/evaluation to develop comprehensive analysis or synthesis. Expert viewpoints are questioned thoroughly. • Fulfills assignment by choosing format, language, and/or visual representation that enhances meaning, making clear the interdependence of language and meaning, thought, and expression. • States a conclusion that is a logical extrapolation from the inquiry findings. 	<ul style="list-style-type: none"> • Identifies and presents detailed explanations of complex analyses OR identifies novel or alternative problem-solving. • Takes information from sources with enough interpretation or evaluation to develop coherent analysis or synthesis. Viewpoints of experts are subject to careful questioning. • Fulfills assignment by choosing format, language, and/or visual representation to thoroughly connect content and form, demonstrating awareness of purpose and audience. • States a conclusion that uses logical reasoning to respond to the inquiry findings. 	<ul style="list-style-type: none"> • Identifies and presents thorough explanations of complex analyses OR identifies novel or alternative problem-solving. • Takes information from sources with enough interpretation or evaluation to develop coherent analysis or synthesis. Viewpoints of experts are subject to questioning. • Fulfills assignment by choosing format, language, and/or visual representations that more incisively connect content and form, demonstrating awareness of purpose and audience. • States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings. 	<ul style="list-style-type: none"> • Identifies and presents accurate explanations of complex analyses OR identifies novel or alternative problem-solving. • Takes information from sources with some interpretation or evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken mostly as fact with little questioning. • Fulfills assignment by choosing format, language, and/or visual representation that connects in a basic way what is being communicated (content) with how it is said (form). • States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings. 	<ul style="list-style-type: none"> • Identifies and presents incomplete explanations of complex analyses OR identifies novel or alternative problem-solving. • Information is taken from sources without any interpretation or evaluation. Viewpoints of experts are taken as fact, without question. • Fulfills assignment through an appropriate form of communication. • States an ambiguous, illogical, or unsupported conclusion from inquiry findings.

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Synthesis	<ul style="list-style-type: none"> Identifies, organizes, and evaluates exceptional arguments OR presents well-connected and holistically transformed ideas into original concepts. Synthesizes in-depth information from relevant sources representing various points of view/approaches. Independently creates wholes out of multiple parts or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective. Integrates alternate, divergent, or contradictory perspectives or ideas fully. Transforms ideas or solutions into entirely new forms. 	<ul style="list-style-type: none"> Identifies, organizes, and accurately evaluates thorough arguments OR presents obviously connected ideas and recognizes missing information. Presents in-depth information from relevant sources representing various points of view/approaches. Independently connects examples, facts, or theories from more than one field of study or perspective. Incorporates alternate, divergent, or contradictory perspectives or ideas in a nuanced manner. Synthesizes ideas or solutions in a novel manner. 	<ul style="list-style-type: none"> Identifies, organizes, and evaluates thorough arguments OR presents obviously connected ideas. Presents detailed information from relevant sources representing several points of view/approaches. Independently recognizes examples, facts, or theories from more than one field of study or perspective. Incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory way. Synthesizes ideas or solutions into a coherent whole. 	<ul style="list-style-type: none"> Identifies, organizes, and evaluates accurate arguments OR presents connected ideas Presents information from relevant sources representing limited points of view/approaches. When prompted, connects examples, facts, or theories from more than one field of study or perspective. Includes (recognizes the value of) alternate, divergent, or contradictory perspectives in a small way. Connects ideas or solutions in a logical manner. 	<ul style="list-style-type: none"> Identifies, organizes, and evaluates incomplete arguments OR presents weakly connected ideas. Presents information from irrelevant sources representing limited points of view/approaches. Shows awareness that more than one avenue of inquiry could be used in understanding the problem. Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas. Recognizes existing connections among ideas or solutions.
Product	<ul style="list-style-type: none"> Follows evidence to present exceptional conclusions, solutions, and/or products OR takes an innovative approach to a task to present innovative and novel conclusions, solutions, and/or products. Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order. 	<ul style="list-style-type: none"> Follows evidence to present insightful conclusions, solutions, and/or products OR takes an innovative approach to a task to present innovative and novel conclusions, solutions, and/or products. Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. Creates a novel or original idea, question, format, or product. 	<ul style="list-style-type: none"> Follows evidence to present unambiguous conclusions, solutions, and/or products OR takes an innovative approach to a task to present innovative and novel conclusions, solutions, and/or products. Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. Creates a novel or unique idea, question, format, or product. 	<ul style="list-style-type: none"> Follows evidence to present mostly unambiguous conclusions, solutions, and/or products OR effectively approaches a task to present conclusions, solutions, and/or products. Conclusion is consistently tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly. Experiments with creating a novel or unique idea, question, 	<ul style="list-style-type: none"> Somewhat follows evidence to present conclusions, solutions, and/or products OR takes a somewhat effective approach to present conclusions, solutions, and/or products. Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified. Reformulates a collection of available ideas.

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	<ul style="list-style-type: none">• Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.			format, or product.	
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