

Critical Thinking Scoring Form

Student/Course: \_\_\_\_\_

Evaluator: \_\_\_\_\_

	<b>Capstone 4</b>	<b>Milestone 3</b>	<b>Milestone 2</b>	<b>Benchmark 1</b>	<b>0</b>
<b>Explanation of issues</b>	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.  <input type="checkbox"/>	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.  <input type="checkbox"/>	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.  <input type="checkbox"/>	Issue/problem to be considered critically is stated without clarification or description.  <input type="checkbox"/>	Does not meet benchmark 1  <input type="checkbox"/>
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.  <input type="checkbox"/>	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.  <input type="checkbox"/>	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.  <input type="checkbox"/>	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.  <input type="checkbox"/>	Does not meet benchmark 1  <input type="checkbox"/>
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.  <input type="checkbox"/>	Identifies own and others' assumptions and several relevant contexts when presenting a position.  <input type="checkbox"/>	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).  <input type="checkbox"/>	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.  <input type="checkbox"/>	Does not meet benchmark 1  <input type="checkbox"/>
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).  <input type="checkbox"/>	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).  <input type="checkbox"/>	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.  <input type="checkbox"/>	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.  <input type="checkbox"/>	Does not meet benchmark 1  <input type="checkbox"/>
<b>Conclusions and related outcomes (implications and consequences)</b>	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.  <input type="checkbox"/>	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.  <input type="checkbox"/>	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.  <input type="checkbox"/>	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.  <input type="checkbox"/>	Does not meet benchmark 1  <input type="checkbox"/>