Rubric for the Analytical Assessment of Critical Thinking across the Curriculum
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Think Indicators	Levels of Achievement			
	Beginning	**Developing**	**Competent**	**Accomplished**
Analyzing information: data, ideas, or concepts	**Inaccurate** Copies information (data, ideas, or concepts) often inaccurately, incompletely, or omits relevant information	**Correct** Reports information (data, ideas, or concepts) with minor inaccuracies, irrelevancies, or omissions	**Accurate** Presents information (data, ideas, or concepts) accurately and appropriately in familiar contexts	**Precise** Interprets information (data, ideas, or concepts) accurately, appropriately and in-depth in new contexts
Applying formulas, procedures, principles, or themes	**Inappropriate** Labels formulas, procedures, principles, or themes inappropriately, inaccurately, or omits them	**Appropriate** Uses appropriate formulas, procedures, principles, or themes with minor inaccuracies	**Relevant** Applies formulas, procedures, principles, or themes appropriately and accurately in familiar contexts	**Insightful** Employs formulas, procedures, principles, or themes accurately, appropriately and/or creatively in new contexts
Presenting multiple solutions, positions or perspectives	**Singular** Names a single solution, position, or perspective, often inaccurately, or fails to present a solution, position or perspective	**Dualistic** Identifies simple solutions, over-simplified positions, or perspectives with minor inaccuracies	**Multiplistic** Describes two or more solutions, positions, or perspectives accurately	**Balanced** Explains—accurately and thoroughly—multiple solutions, positions, or perspectives that balance opposing points of view
Drawing well-supported conclusions	**Illogical** Attempts a conclusion or solution that is inconsistent with evidence presented, that is illogical, or omits a conclusion or solution altogether	**Reasonable** Offers an abbreviated conclusion or simple solution that is mostly consistent with evidence presented, with minor inconsistencies or omissions	**Logical** Organizes a conclusion or solution that is complete, logical, and consistent with evidence presented	**Perceptive** Creates a detailed conclusion or complex solution that is well-supported. logically consistent, complete and often unique
Synthesizing ideas into a coherent whole	**Fragmented** Lists ideas or expresses solutions in a fragmentary manner, without a clear or coherent order	**Consistent** Arranges ideas or solutions into a simple pattern	**Coherent** Connects ideas or develops solutions in a clear and coherent order	**Unified** Integrates ideas or develops solutions that are exceptionally clear, coherent, and cohesive

*This rubric is intended for use in the assessment of student achievement at the institutional level. It can also be used as a guide for development of rubrics to measure critical thinking at the program, course and section levels. Please send your comments and suggestions about this rubric to Emily Hooker, Learning Evidence Associate, ehooker@valenciaccl.edu.

Rubric for the Holistic Assessment of Critical Thinking across the Curriculum

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4 Accomplished (precise, insightful, balanced, perceptive, and unified)

Does all or almost all of the following:

- Interprets information (data, ideas, or concepts) accurately, appropriately, and in-depth in new contexts
- Employs formulas, procedures, principles, or themes accurately, appropriately, and/or creatively in new contexts
- Explain—accurately and thoroughly—multiple solutions, positions, or perspectives that balance opposing points of view
- Creates a detailed conclusion or complex solution that is complete, well-supported, logically consistent, and often unique
- Integrates ideas or develops solutions that are exceptionally clear, coherent, and cohesive

3 Competent (accurate, relevant, multiplistic, logical, coherent)

Does many or most of the following:

- Presents information (data, ideas, or concepts) accurately and appropriately in familiar contexts
- Applies formulas, procedures, principles, or themes accurately and appropriately in familiar contexts
- Describes two or more solutions, positions, or perspectives accurately
- Organizes a conclusion or solution that is complete, logical, and consistent with evidence presented
- Connects ideas or develops solutions in a clear and coherent order

2 Developing (correct, appropriate, dualistic, reasonable, consistent)

Does many or most of the following:

- Reports information (data, ideas, or concepts) in familiar contexts with minor inaccuracies, irrelevancies, or omissions
- Uses appropriate formulas, procedures, principles, or themes in familiar contexts with only minor inaccuracies
- Identifies simple solutions, over-simplified positions, or perspectives with only minor inaccuracies
- Offers an abbreviated conclusion or simple solution that is mostly consistent with the evidence presented, with minor inconsistencies or omissions
- Arranges ideas or solutions into a simple pattern

1 Beginning (inaccurate, inappropriate, singular, illogical, fragmented)

Does all or almost all of the following:

- Copies information (data, ideas, or concepts) often inaccurately, incompletely, or omits relevant information
- Labels formulas, procedures, principles, or themes inaccurately, inappropriately, or omits them
- Names a single solution, position, or perspective, often inaccurately, or fails to present a solution, position, or perspective
- Attempts a conclusion or solution that is inconsistent with evidence presented, that is illogical, or omits a conclusion or solution altogether
- Lists ideas or expresses solutions in a fragmentary manner, without a clear or coherent order