

## College of Marin Common Rubric: Critical Thinking © and Problem Solving (P) (10/2011)

	<b>Advanced (4)</b>	<b>Proficient (3)</b>	<b>Satisfactory/Basic (2)</b>	<b>Not Satisfactory/ Below Basic (1)</b>
<b>Identifies Problem, question or Issue</b>  © (P)	<ul style="list-style-type: none"> <li>Constructs clear and insightful problem statement with all relevant factors.</li> <li>Clearly identifies main question &amp; subsidiary, embedded, or implicit aspects of the question or issue.</li> <li>Clearly recognizes nuances &amp; can identify integral relationships essential to analyzing the issue.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates ability to construct problem statement with most relevant factors and adequate detail.</li> <li>Sufficiently identifies or summarizes the main problem/question/issue. Some key details are present.</li> <li>Adequately identifies most of the basic relationships and nuances of the issue.</li> </ul>	<ul style="list-style-type: none"> <li>Begins with a simple construction of problem statement of most relevant factors.</li> <li>Problem/ Questions/Issue is stated, though many aspects are incorrect or confused.</li> <li>Identifies some of the basic relationship of the issue, though these relationships may be unclear.</li> </ul>	<ul style="list-style-type: none"> <li>Does not include the problem statement or related contextual factors</li> <li>Problem/ question/Issue is stated without clarification or description or identifies a different or inappropriate problem.</li> <li>Does not recognize nuances or integral relationships necessary for analyzing the issue.</li> </ul>
<b>Perspective / Position</b> ©	<ul style="list-style-type: none"> <li>Students own position on the issue is clearly stated.</li> <li>addresses diverse perspectives from a variety of sources drawn from outside information. Analysis of other positions is accurate and respectful.</li> <li>Support for student's position has been drawn from experience or information no available from assigned sources; demonstrates more sophisticated thought</li> </ul>	<ul style="list-style-type: none"> <li>Student's own position on the question or issue is stated; position is generally clear.</li> <li>Identifies other salient perspective and positions drawn from outside information. Analysis of other views is mostly accurate.</li> <li>Student supports their position using multiple perspectives and sources from assigned source material</li> </ul>	<ul style="list-style-type: none"> <li>Provides own position on the question or issue, shows some original thinking, though position shows inconsistency or may be unclear.</li> <li>Begins to relate other points of view, although they are not clearly stated. May overstate or dismiss alternative views hastily, treats their views superficially.</li> <li>support for the position is provided; however, the student address only a single source or point of view</li> </ul>	<ul style="list-style-type: none"> <li>Needs to provide his/her own position relative to the question or issue.</li> <li>Deals only with a single perspective (generally their own). Needs to acknowledge and discuss other relevant perspectives.</li> <li>Needs to provide support for position</li> </ul>
<b>Hypothesis / solution</b> (P)	<ul style="list-style-type: none"> <li>Proposes original hypothesis and solutions that demonstrate a deep comprehension of the problem, and may be broadly applied</li> <li>is sensitive to many key contextual factors</li> <li>Addresses a number of ethical, logical or moral aspects of the problem.</li> </ul>	<ul style="list-style-type: none"> <li>Proposes original hypothesis and solutions that demonstrate adequate comprehension of the problem</li> <li>is sensitive to many key contextual factors</li> <li>Addresses a few of ethical, logical or moral aspects of the problem.</li> </ul>	<ul style="list-style-type: none"> <li>Proposes simple hypothesis and solutions to address the specific problem</li> </ul>	<ul style="list-style-type: none"> <li>Does not have hypothesis and solutions that clearly address the specific problem</li> </ul>
<b>Identifying/Assessing Assumptions</b> ©	<ul style="list-style-type: none"> <li>Clearly communicates the relevant assumption(s) that underlie the issue.</li> <li>Evaluates the validity of the relevant data and background information.</li> <li>Clearly analyzes the question or issue within the scope and context of the question.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates the relevant assumption(s) that underlie the issue.</li> <li>Provides adequate consideration of the implications of the assumptions.</li> <li>The context of the question is provided and is generally clear.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies some relevant assumptions, though the implication of the assumptions may be inconsistent or unclear.</li> <li>Provides some consideration for larger contexts or issues, though the context is not clearly stated.</li> </ul>	<ul style="list-style-type: none"> <li>Needs to identify the assumptions relevant to the question or issue.</li> <li>Provides an egocentric and socio-centric approach to the question or issue. Needs to connect the problem to larger issues or contexts.</li> </ul>
<b>Synthesis</b> (P)	Has a deep, original, thorough synthesis of the following: <ul style="list-style-type: none"> <li>history of the problem and inherent assumptions</li> <li>review of logic and reasoning about problem</li> <li>evidence, examined for accuracy, precision, relevance and completeness</li> <li>examination of feasibility</li> <li>accurately observes cause and effect of existing or potential consequences</li> <li>clearly distinguishes between fact and opinion, and acknowledges value judgments.</li> </ul>	Has a adequate synthesis of the following: <ul style="list-style-type: none"> <li>history of the problem and inherent assumptions</li> <li>review of logic and reasoning about problem</li> <li>evidence, scanned for accuracy, precision, relevance and completeness</li> <li>examination of feasibility</li> <li>observations of cause and effect and existing or potential consequences</li> <li>facts and opinions are stated with some distinction between these and value judgments.</li> </ul>	Has a simple synthesis of the following: <ul style="list-style-type: none"> <li>history of the problem and inherent assumptions</li> <li>review of logic and reasoning about problem</li> <li>non-credible evidence, not examined for accuracy, precision, relevance and completeness</li> <li>examination of feasibility</li> <li>inferences of cause and effect stated, but not stated accurately</li> <li>facts and opinions are stated with no distinction from value judgments</li> </ul>	Synthesis needed. Information provided: <ul style="list-style-type: none"> <li>history of problem</li> <li>needs to include evidence</li> <li>repeats information already given</li> <li>takes given evidence as truth or denies evidence without justification</li> </ul>
<b>Conclusion</b> © (P)	<ul style="list-style-type: none"> <li>Evaluates original solution</li> <li>Clearly identifies and discusses relevant conclusions, implications and consequence(s).</li> <li>Implications and consequences of the conclusion are considered in the context of the assumptions and support</li> <li>Deeply addresses multiple factors of the problem</li> <li>Insightful consideration for further work, who would need to do it, and when.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of solutions is adequate, contains some explanation, and is related to the problem.</li> <li>Adequately identifies and discusses relevant conclusions, implications and consequence(s).</li> <li>Implications and consequences of the conclusion are considered in the context of the assumptions and support</li> <li>Shows some reflective thought with consideration for further work</li> </ul>	<ul style="list-style-type: none"> <li>Has simple explanation of solutions related to problem.</li> <li>Provides relevant conclusions without discussing possible implications or consequence(s).</li> <li>Shows little consideration for further work</li> </ul>	<ul style="list-style-type: none"> <li>Needs to identify conclusion(s), implications, and/or consequences relevant to the question or issue.</li> <li>Does not evaluate solutions and outcomes that address the problem statement.</li> </ul>

\* **Contexts for Consideration:** cultural/social, scientific, education, economic, technological, ethical, political, personal experience

\* Rubric was adapted from Washington State University and Arkansas State University critical thinking rubrics, and a previous problem-solving rubric created at College of Marin