






## Rubric for the Analytical Assessment of Critical Thinking across the Curriculum

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

\*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@valenciacol.edu](mailto:ehooker@valenciacol.edu).