

Rubric Title: GSLO: Creative, Critical & Analytical Thinking

Mapped standards: -

Rubric Structure

Elements	Exemplary Proficiency	Marginal Proficiency	Emerging Proficiency	Lacks Demonstrated Proficiency
	4 Points	3 Points	2 Points	1 Point
Identifies and explains issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.	Issue or problem is not stated clearly even when explicitly required.
	4 Points	3 Points	2 Points	1 Point
Recognizes contexts and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	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).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Appears unaware of varying contexts and assumptions for an issue.
	4 Points	3 Points	2 Points	1 Point

<p>Recognizes perspectives</p>	<p>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).</p>	<p>Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.</p>	<p>Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.</p>	<p>Specific position is vague and/or does not recognize multiple perspectives even when there are signs that they are present.</p>
	<p>4 Points</p>	<p>3 Points</p>	<p>2 Points</p>	<p>1 Point</p>
<p>Evaluates evidence to reach conclusions</p>	<p>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.</p>	<p>Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.</p>	<p>Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.</p>	<p>Conclusion is not reached or has little bearing on the actual issue.</p>