

CRITICAL THINKING RUBRIC

Critical Thinking and Logical Analysis – Upon graduation from Suffolk, students will be able to (1) demonstrate analytical reasoning in problem-solving and decision-making situations, (2) employ theories, processes, and systems, and (3) think and reflect critically.

	4	3	2	1
Issue/Problem/Question	Identifies core components of the issue/problem/question. Explores their complexity and recognizes possible interdependence.	Identifies core components of the issue/problem/question. Explores their complexity.	Identifies some, but not all, of the core components of the issue/problem/question.	Unsuccessfully attempts to identify the core components of the issue/problem/question.
Key Data and Inferences <i>(qualitative or quantitative)</i>	Thoroughly identifies key data and Inferences.	Adequately identifies key data and Inferences.	Adequately identifies some key data and/or Inferences.	Inadequately identifies key data and/or Inferences.
Multiple perspectives <i>(or approaches if applicable)</i>	Recognizes multiple perspectives and explains how they differ and why they matter.	Recognizes multiple perspectives; identifies how they differ but not necessarily why they matter.	Recognizes more than one perspective, but does not identify how they differ or why they matter.	Unsuccessfully attempts to identify more than one perspective.
Argumentation and analysis	Argument is relevant and focused; has a well-crafted, systematic approach to reach conclusions; stands up to empirical, logical, conceptual, or compositional scrutiny.	Argument is mostly organized and focused; has a systematic approach to reach conclusions; mostly stands up to empirical, logical, conceptual, or compositional scrutiny.	Argument is vague in places but addresses main issue; shows some relationships between evidence and conclusions; uses some evidence, but is not consistently thorough, logical, or sound.	Argument is vague and unfocused; uses evidence inadequately or illogically to reach conclusions.
Methodologies: theories, processes, systems, tools	Effectively selects, applies and describes the most relevant methodology to the given issue.	Selects a relevant methodology, but has some faults in application and description.	Selects relevant methodology, but poorly applies it and does not clearly describe it.	Selects inappropriate methodology or has many faults in application and description.
Use of Evidence	Information is taken from credible source(s) with enough interpretation / evaluation to develop a complete and coherent analysis or synthesis; viewpoints of experts are questioned thoroughly.	Information is taken from credible source(s) with enough interpretation / evaluation to develop a coherent analysis or synthesis; viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation / evaluation, but not enough to develop a coherent or comprehensive analysis or synthesis; some sources may not be credible; viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation, evaluation, or analysis of their credibility; viewpoints are taken as fact, without questioning.