Critical Thinking Undergraduate Learning Outcome Rubric

California State University, Monterey Bay

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Recommended Citation
California State University, Monterey Bay, "Critical Thinking Undergraduate Learning Outcome Rubric" (2018). ULO 1 - Critical Thinking. 1.
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Critical Thinking Undergraduate Learning Outcome Rubric  
California State University, Monterey Bay

CSUMB’s Intellectual Skills Rubrics were influenced by the AAC&U VALUE Rubrics and created to help educators design activities and assignments that better help students demonstrate their learning. Rubric levels are developmental (describing student development over a 4-year undergraduate program). See link at bottom for guidance on how to use this rubric.

<table>
<thead>
<tr>
<th>Level</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 - Advanced</td>
<td>Expectations for some students at or near graduation.</td>
</tr>
<tr>
<td>3 - Proficient</td>
<td>Expectations for all students at or near graduation.</td>
</tr>
<tr>
<td>2 - Developing</td>
<td>Expectations for students advancing towards proficiency.</td>
</tr>
<tr>
<td>1 - Beginner</td>
<td>Expectations for students initiating development towards proficiency.</td>
</tr>
</tbody>
</table>

**Issue/problem**
- **4 - Advanced**: Clearly states, comprehensively describes, and fully clarifies the issue/problem to be considered: defines key terms, explores ambiguities, determines boundaries. Delivers all relevant information needed for full understanding.
- **3 - Proficient**: Clearly states, describes, and clarifies the issue/problem to be considered: defines key terms, explores ambiguities, determines boundaries. Delivers relevant information necessary for understanding (understanding is not seriously impeded by omissions).
- **2 - Developing**: States and describes issue/problem to be considered, leaving some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown. Delivers information needed for basic understanding (more information needed for full understanding).
- **1 - Beginner**: States issue/problem to be considered generally. Delivers information needed for minimal understanding (more information needed for basic understanding).

**Use of support**
- **4 - Advanced**: Organizes, interprets, analyzes, and synthesizes information from sources to fully achieve a specific, intended purpose with clarity and depth.
- **3 - Proficient**: Organizes, interprets, analyzes, and synthesizes information from sources to achieve intended purpose.
- **2 - Developing**: Organizes, interprets, and analyzes information from sources. Achieving intended purpose requires synthesis of information.
- **1 - Beginner**: Provides information from sources. Achieving intended purpose requires better organization, interpretation, and/or analysis in addition to synthesis of information.

**Position**
- **4 - Advanced**: Presents position (perspective, thesis/hypothesis) that is nuanced, taking into full account the complexities of the issues/problem and explains the relevance of context, own and others’ assumptions, and the perspectives of others.
- **3 - Proficient**: Presents position (perspective, thesis/hypothesis) that is clear, taking into some account the complexities of the issues/problem and acknowledges the relevance of context, own and others’ assumptions, and the perspectives of others.
- **2 - Developing**: Presents position (perspective, thesis/hypothesis) that acknowledges different sides of the issue/problem and relevant contexts, but suggests more awareness of others’ than own assumptions (or vice versa).
- **1 - Beginner**: Presents position (perspective, thesis/hypothesis) that represents a single perspective, but suggests an emerging awareness of present assumptions (although sometimes labels assertions as assumptions).

**Conclusions and outcomes**
- **4 - Advanced**: Presents a logical conclusion and related outcomes (consequences and implications) that reflect an informed evaluation and ability to place evidence and perspectives in priority order.
- **3 - Proficient**: Presents a logical conclusion tied to a range of information, including opposing viewpoints. Clearly identifies related outcomes (consequences and implications).
- **2 - Developing**: Presents a logical conclusion tied to information, but information is selectively chosen to fit the desired conclusion. Clearly identifies some related outcomes (consequences and implications).
- **1 - Beginner**: Presents a conclusion that is inconsistently tied to information discussed. Identifies some related outcomes (consequences and implications), but in an oversimplified manner.