

Critical Thinking Applied Rubric
For use with CUE and experiential learning contexts

DESCRIPTOR	EXCEPTIONAL (4)	ACCEPTABLE (3)	DEVELOPING(2)	BEGINNING (1)
Discipline Specific Literature Review <i>Demonstrate the ability to examine, organize and evaluate “valuable” knowledge by comparing and contrasting knowledge in at least one field of study</i>	Comprehensive (Depth and Breadth) connections made among knowledge gained	Thorough (Depth) discussion of the connections among some content	Superficial connections made among knowledge/content gained in the academic program	Few, if any attempts to make connections among knowledge/content gained
Grounded in Discipline Appropriate Literature <i>Integrate alternate, divergent or contradictory perspectives or ideas</i>	Situates claim or argument in a larger context and clearly demonstrates awareness of inter-relationships among self, the discipline, society, and culture	Situates claim or argument in a larger context and demonstrates some awareness of inter-relationships among self, the discipline, society, and culture	Situates claim or argument with some defined context and demonstrates little awareness of inter-relationships among self, the discipline, society, and culture	Does not situate claim or argument in a larger context and does not yet demonstrate awareness of inter-relationships among self, the discipline, society, and culture
Discipline-based Methodology <i>Demonstrate the ability to transfer and apply knowledge using a discipline-based approach(-es)</i>	Clearly and reflectively applies relevant argumentation and methodology of the discipline	Applies relevant argumentation and methodology of the discipline	Attempts relevant argumentation and methodology of the discipline	Does not incorporate appropriate argumentation and methodology of the discipline
Critical Discussion <i>Show discipline-based appropriate understanding of diversity of options/thought processes</i>	Examines conclusions, uses reasonable judgment, discriminates rationally, synthesizes data, views information critically	Formulates conclusions, recognizes arguments, notices differences, evaluates data, seeks out information	Identifies some conclusions, sees some arguments, identifies some differences, paraphrases data, assumes information valid	Fails to draw conclusions, sees no arguments, overlooks differences, repeats data, omits research