

FAMU Critical Thinking Rubric

Draft

Criteria	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>Points</u>
(1) Remembering The recall of previously learned material, of specific facts, or of complete theories. Weighted 10%	A. Recalls all relevant facts. B. Recognizes the information presented in a question and can remember answers that address the query. C. Can define accurately all discipline-specific terms.	A. Recalls most relevant facts, but fails to recall some facts that are critical to the argument. B. Recognizes most of the information presented in question format and can remember most answers that address the query. C. Can define with some accuracy most discipline-specific terms.	A. Recalls some relevant facts, but fails to recall significant facts that are critical to the argument. B. Recognizes some of the information presented in question format and can remember some answers that address the query. C. Can define some of the discipline-specific terms.	A. Recalls a few relevant facts, but fails to recall most facts that are critical to the argument. B. Recognizes the information being queried. C. Can define a few of the discipline-specific terms.	A. Does not recall relevant facts and fails to recall facts that are critical to the argument. B. Does not recognize the information being queried and can not remember facts. C. Can not define discipline-specific terms.	
(2) Understanding An awareness of what the material means; allows one to demonstrate understanding of work based on one's knowledge of it. Weighted 10%	A. Can identify all the main ideas in written essays, reports, case studies or problems. B. Always recognizes relevant facts and uses them in proper context. C. Always accurately expresses in his/her own words all the key points of the presented content.	A. Can identify most of the main ideas in written essays, reports, case studies or problems. B. Most often recognizes relevant facts and usually uses them in proper context. C. Most often expresses in his/her own words most of the key points of the presented content.	A. Can identify some of the main ideas in written essays, reports, case studies or problems. B. At times recognizes relevant facts and at times uses them in proper context. C. At times expresses in his/her own words some of the key points of the presented content.	A. Can identify a few main ideas in written essays, reports, case studies or problems. B. Rarely recognizes relevant facts and rarely uses them in proper context. C. Rarely expresses in his/her own words key points from the presented content.	A. Can not identify any of the main ideas in written essays, reports, case studies or problem. B. Never selects relevant facts. C. Does not express in his/her own words the key points of the presented content.	

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(3) Applying
Using data, principles, and theories learned to answer a question in a new environment; shows one can apply what is learned and understood. Weighted 25%

A. Consistently and accurately manipulates all relevant learned content to create new information, a new product or make an argument. B. Always performs comprehensive tasks specific to learned course knowledge. C. Employs all learned formulas, procedures, principles or themes accurately and appropriately in new contexts.	A. Consistently and accurately manipulates some of the learned content to create new information, a new product or make an argument. B. Usually performs comprehensive tasks specific to learned course knowledge. C. Employs most learned formulas, procedures, principles or themes accurately and appropriately in new contexts.	A. Correctly manipulates some of the learned content to create new information, a new product or make an argument. B. At times performs comprehensive tasks specific to learned course knowledge. C. Employs a few learned formulas, procedures, principles, or themes but not always appropriately in new contexts.	A. Rarely manipulates any of the learned content to create new information, a new product or make an argument. B. Rarely performs comprehensive tasks specific to learned course knowledge. C. Employs very few formulas, procedures, principles, or themes and not always appropriately in new contexts.	A. Never manipulates any of the learned content to create new information, a new product or make an argument. B. Never performs comprehensive tasks specific to learned course knowledge. C. Does not employ formulas, procedures, principles, or themes accurately and appropriately in new contexts.	
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Criteria

4

3

2

1

0

Points

(4) Analyzing
Breaks down material into its constituent parts so that its organizational structure may be understood. Weighted 25%

A. Performs advanced analytical tasks such as interpretation of graphs, tables and/or the validity of arguments or reasoning. B. Consistently classifies all information, concepts, principles and facts. C. Consistently compares and contrasts all facts presented.	A. Performs intermediate analytical tasks such as predicting outcomes or analyzing logic structure. B. Usually classifies most information, concepts, principles and facts. C. Usually compares and contrasts most facts.	A. Performs basic analytical tasks such as categorizing information and distinguishing between relevant and irrelevant data or facts. B. Infrequently classifies information, concepts, principles and facts. C. Infrequently compares and contrasts facts.	A. Attempts to perform basic analytical tasks. B. Rarely classifies information, concepts, principles and facts. C. Rarely compares and contrasts facts.	A. Does not perform basic analytical tasks. B. Never classifies information, concepts, principles and facts. C. Never compares and contrasts facts.	
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(5) Evaluating

Making judgements based on criteria through verifying and critiquing.
Weighted 20%

A. Assesses unsupported claims using standards of credibility and documentation. B. Neutralizes fallacious reasoning and rhetoric by drawing attention to its flaws. C. Persuasively and correctly judges an argument's completeness and validity.	A. Assesses unsupported claims but does not make clear which standards are used in that assessment. B. Neutralizes most fallacious reasoning and rhetoric by drawing attention to its flaws. C. Correctly judges an argument's completeness and validity.	A. Attempts to assess unsupported claims. B. Recognizes some fallacious reasoning and rhetoric and neutralizes some of it. C. Somewhat correctly judges an argument's completeness and validity but with missing facts or claims.	A. Identifies unsupported claims but does not assess them. B. Recognizes some fallacious reasoning and rhetoric but is not able to neutralize it. C. Attempts to judge an argument's completeness and validity but with many missing claims and/or facts.	A. Does not identify unsupported claims or assess them. B. Does not recognize fallacious reasoning and rhetoric. C. Fails to judge an argument's completeness and/or validity.
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(6) Creating

Shows ability to judge the value of material for a given purpose based on defined criteria and rationale; includes decision making and selection.
Weighted 10%

A. Combines content from many disciplines to develop solutions to unrelated problems and/or to create valid arguments. B. Derives tentative explanations by utilizing deductive and/or inductive reasoning skills. C. Draws all possible conclusions, insightfully that account for contradictory evidence, facts, and ideas.	A. Combines some content from multiple disciplines to develop solutions to unrelated problems and/or to create somewhat valid arguments. B. Derives tentative explanations by utilizing deductive and/or inductive reasoning skills. C. Draws most conclusions based on evidence, facts and ideas but ignores opposing evidence.	A. Occasionally combines a limited amount of content from a few disciplines to develop solutions or make an argument. B. At times derives tentative explanations by only utilizing inductive reasoning skills. C. Draws some but not all conclusions after weighing evidence, facts and ideas.	A. Infrequently combines a limited amount of content from a few disciplines but does not effectively develop solutions to unrelated problems or create valid arguments. B. Rarely derives tentative explanations. C. Draws conclusions but they are not based on evidence, facts and ideas.	A. Does not effectively develop solutions or create valid arguments. B. Can not derive tentative explanations. C. Does not present conclusions.
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Average Rating Accomplished 3.40-4.00 Competent 3.00-3.39 Developing 2.69-2.99 Beginning 2.40-2.68 Remedial 0-2.39