

## Critical Thinking – Spring 2009

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Evaluators are encouraged to assign a zero to any performance that does not meet level one performance.

	<b>4 Incorporating skill</b>	<b>3 Mastering skill</b>	<b>2 Developing skill</b>	<b>1 Attempting skill</b>
Knowledge and Comprehension: Explanation of Problems/Issues	Problem/issue relevant to situation in context clearly stated	Problem/issue relevant to situation stated and partially described	Problem/issue relevant to situation minimally stated	Problem/issue not relevant to the situation identified
Application: Investigation and Integration of Evidence	Position is established with evidence. Source selection reflects some exploration across disciplines and integrates multiple media modes. Veracity of sources is challenged and mostly balanced. Source summaries and attribution deepen the position and not just restate the position.	Position is supported by evidence, though selective, inconsistently aligned, narrow in scope and limited to one or two modes. Examination of source quality shows some balance; attribution (citations) documents and adds authority to position.	Position strengthened by supporting evidence, though sources are limited or convenient (assigned sources and personal stories only) and in a single mode (text, audio, graphs, or video). Source used repeats information and absent contrary evidence. Attribution merely lists references and decorates	Position is unsubstantial, random. Limited evidence of exploration (curiosity) or awareness of <i>need</i> for information, search, selection, source evaluation and source attribution (citations)
Analysis: Developing Personal positions based on context and evidence	Position qualified by considerations of experiences, circumstances, conditions and environment that influence perspectives and the implications of those perspectives	Position presented with recognition of contextual sources of bias, assumptions and possible implications of bias.	Position presented tentatively with emerging awareness of own and others' biases, ethical and political, historical sources and implications of bias.	Position presented in absolutes with little recognition of own personal and cultural bias and little recognition of ethical, political, historical or other considerations
Analysis and Synthesis: Clearly states perspective; formulates hypothesis	A reasonable, clear, position or hypothesis, stated or implied, demonstrates some complexity of thought. The position also acknowledges, refutes, synthesizes, or extends three or more other perspectives appropriately	A reasonable, clear position or hypothesis is stated or implied. Important objections and/or two or more alternate perspectives are considered with some thought.	Position or hypothesis is clear, whether stated or implied with at least one other perspective acknowledged.	Work contains a discernible position or hypothesis that reflects only the student's perspective.
Synthesis and Evaluation: Accepts or refutes hypotheses and draws conclusions and implications	Conclusions are based on a synthesis of evidence from various sources. Inferences about casual consequences are supported by evidence that has been evaluated from disparate viewpoints. Analysis of implications indicates some awareness of ambiguity.	Conclusions and evidence are relatively obvious with synthesis drawn from selected evidence. Assertions of cause are supported mostly by opinion and are also selective. Considerations of consequences are timid or obvious and easy.	Conclusions are weakly supported by evidence with only emerging synthesis. Assertions of cause are doubtful. Considerations of consequences are narrow or exaggerated and dichotomous.	Conclusions are not supported by the evidence or repeat the evidence without synthesis or elaboration; tendency to confuse correlation and cause. Considerations of consequences are sketchy, drawn in absolutes or absent