### General Education Rubric

**OBJECTIVE:** Solve problems using critical thinking

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>4 – Exemplary</th>
<th>3 – Proficient</th>
<th>2 – Developing</th>
<th>1 – Beginning</th>
<th>0 – Absent</th>
<th>N/A*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explains the problem, question, or issue</strong></td>
<td>Explanation identifies relationships among all key elements that are integral to a comprehensive understanding of the problem, question or issue.</td>
<td>Explanation identifies relationships among most key elements that are integral to a comprehensive understanding of the problem, question or issue.</td>
<td>Explanation identifies relationships among some key elements that are integral to a comprehensive understanding of the problem, question or issue.</td>
<td>Explanation does not identify relationships among key elements of the issues that are integral to comprehensive understanding of the problem, question or issue.</td>
<td>Does not explain problem, question, or issue.</td>
<td>Not applicable to the assignment.</td>
</tr>
<tr>
<td><strong>Evaluation of evidence</strong></td>
<td>Evaluation includes a comprehensive analysis and synthesis, and viewpoints of experts are questioned thoroughly.</td>
<td>Evaluation includes a coherent analysis and synthesis, and viewpoints of experts are questioned.</td>
<td>Evaluation includes moderate analysis and synthesis, and viewpoints of experts are subject to some questioning.</td>
<td>Evaluation includes minimal (if any) analysis and synthesis, and viewpoints of experts are rarely (if ever) subject to questioning.</td>
<td>Evaluation does not interpret or evaluate source information.</td>
<td>Not applicable to the assignment.</td>
</tr>
<tr>
<td><strong>Arrives at a conclusion</strong></td>
<td>Arrives at a conclusion(s) that is logical and reflects the thorough evaluation of all evidence (including supporting and opposing viewpoints). Evidence and perspectives placed in priority order.</td>
<td>Arrives at a conclusion(s) that is logically tied to a range of evidence (including supporting and opposing viewpoints). Implications and/or consequences of conclusion(s) are clearly identified.</td>
<td>Arrives at a conclusion(s) that is logically tied to some evidence (evidence may be selected to fit a desired conclusion). Some implications and/or consequences of conclusion(s) are identified.</td>
<td>Arrives at a conclusion(s) that may be oversimplified and that is inconsistently tied to evidence. Few (if any) implications and/or consequences of conclusion(s) are identified.</td>
<td>Does not arrive at a conclusion.</td>
<td>Not applicable to the assignment.</td>
</tr>
</tbody>
</table>

*NOTE: If the artifact is “not applicable” for all outcomes listed, then it is likely that the artifact is not appropriate for the assessment of this objective.*

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Last revised: May, 2015 by Marian Cohen and Judith Otto
Glossary

- **Critical thinking:** A mode of thinking in which a problem or issue is carefully and thoroughly analyzed, assessed, and reconstructed. It assumes self-direction, self-discipline, self-monitoring, and self-correcting in the process of thinking. It requires effective problem-solving abilities and communication, as well as a commitment to overcome a tendency to accept things as “given”.

- **Assumptions:** Ideas, concepts or beliefs (often implicit or unstated) that are assumed to be valid without attention to critical review.

- **Context:** “The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events”. (from AAU&C)

- **Evaluation:** Contextualized reading of the problem or issue to be examined.

- **Analytic thinking (as opposed to critical thinking)**
  - Analytic thinking: systematic approach that breaks down a problem or issue into component parts, identifies cause and effect relationships, and comes to an appropriate solution. Often requires that criteria for analysis be pre-established.
  - Critical thinking: “a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.” (from AAU&C) Often requires creative or inventive approaches to problem-identification and solution.

- **Comprehensive understanding:** A belief or position resulting from a wide-ranging and inclusive examination of evidence.