

Critical Thinking 7/8 Rubric

Not Yet	Level 2	Level 3: Proficient	Level 4: Exemplary
Information and Discovery - Collect, assess, and analyze relevant information			
	<ul style="list-style-type: none"> I can define the problem, investigation, or challenge, but my explanation is not always clear. I can formulate inquiry questions, but they are often limited and are sometimes not closely related to the problem. I can revise and prioritize my inquiry questions with a high level of support. I can conduct research from a limited number of sources. I can select relevant and trustworthy information with a high level of support. 	<ul style="list-style-type: none"> I can clearly define the problem, investigation, or challenge. I can identify clear inquiry questions and/or need-to-knows. I can revise and prioritize my inquiry questions with minimal support. I can conduct research efficiently and gather relevant information from multiple sources. I can assess the credibility and accuracy of each source and select trustworthy sources with minimal support. 	<ul style="list-style-type: none"> I can provide a thorough description of the problem, investigation, or challenge. I can generate thought-provoking, open-ended questions closely related to the problem. I can use advanced searches to gather relevant information from multiple trustworthy sources.
Interpretation and Analysis - Make accurate judgments and decisions			
	<ul style="list-style-type: none"> I can integrate information from a limited number of sources to build background knowledge (with support). I can describe sources' points of view, but struggle to analyze how the sources address conflicting viewpoints. I can provide a basic assessment of an argument, but am unable to determine whether the reasoning is sound or the evidence is sufficient/relevant to the argument. I can begin to recognize when irrelevant evidence is introduced. 	<ul style="list-style-type: none"> I can independently integrate information from multiple sources to build background knowledge. I can accurately determine sources' points of view and analyze conflicting viewpoints (including my own). I can begin to thoroughly and accurately assess arguments and claims. I can assess whether reasoning is sound and if evidence is helpful/sufficient (with support). I can consistently recognize when irrelevant evidence is introduced. 	<ul style="list-style-type: none"> I can independently integrate information from a large number of sources to build background knowledge. I can thoroughly evaluate sources' points of view and detect bias when present. I can look at information from different viewpoints, including those that challenge my own. I can thoroughly and accurately assess arguments and claims provided by sources. I can assess whether reasoning is sound and if evidence is helpful/sufficient.
Reasoning - Reason effectively; Understand how text structures information into hierarchies and categories			
	<ul style="list-style-type: none"> I can explain assumptions about the problem, but explanation is not always clear or does not include supporting details. I can begin to describe inferences from the inquiry experience, but they are somewhat insignificant. 	<ul style="list-style-type: none"> I can clearly explain and justify my assumptions about the problem, investigation, or challenge. I can consistently make clear inferences from the inquiry experiences. 	<ul style="list-style-type: none"> I can justify assumptions with sensible evidence. I can draw deep inferences from the inquiry experience.
Problem Solving/Solution Finding - Use <u>Systems Thinking</u> ; Identify, define and solve authentic problems and essential questions			
	<ul style="list-style-type: none"> I can share ideas about how to best solve the problem/challenge/question, but my ideas are somewhat unclear. I can use <u>Systems Thinking</u>, but I'm unable to describe the subsystems. 	<ul style="list-style-type: none"> I can clearly explain ideas about how to best solve the problem/challenge/question. I can use <u>Systems Thinking</u> in problem solving; describe the function of the whole system, the subsystems, and how a change to the subsystems influences the entire system. I can test ideas and with little assistance, decide if a new solution is necessary. 	<ul style="list-style-type: none"> I can convincingly solve the problem/challenge/question. I can use <u>Systems Thinking</u> in problem solving; define if the system is in equilibrium or is changing; explains how the system interacts with another system. I can test ideas with patience, precision, and accuracy.

Constructing Arguments - Able to make a claim and support with reasoning and valid evidence; Determine central ideas presented in order to analyze the information

- I can state my opinion about inquiry question, but my explanation is somewhat unclear.
- I can gather evidence from sources (with assistance), but my proof is somewhat weak, inaccurate or not trustworthy.
- I can compare and contrast personal opinion from differing opinions, but my explanation is somewhat unclear.
- I can begin to organize reasons and evidence with support.

- I can clearly state my opinion about inquiry question.
- I can gather evidence from accurate and trustworthy sources to support opinion (with little assistance).
- I can clearly compare and contrast personal opinion from differing opinions.
- I can clearly organize reasons and evidence with minimal support.

- I can state my opinion about inquiry question in a very articulate, convincing way.
- I can independently gather evidence from from accurate and trustworthy sources to support opinion.
- I can persuasively and articulately compare and contrast personal opinion from differing opinions.
- I can organize reasons and evidence in a very well-organized, logical order.

Self-Regulation/ Reflection - Reflect critically on learning experiences, processes, and solutions

- I can explain the critical thinking skills being assessed in my own words, but explanation is somewhat unclear.
- I can begin to monitor my own thought process and describe strengths/weaknesses, but am unable to describe how assumptions impacted my ability to think critically.
- I can describe how my point of view compares/contrasts with others explored, but explanation is somewhat unclear.

- I can clearly explain the critical thinking skills being assessed in my own words.
- I can monitor my thought process and articulate strengths/weaknesses in my thinking, including how assumptions impacted my ability to think critically.
- I can describe how my point of view compares/contrasts with others explored.

- I can consistently monitor my thought process and clearly articulate strengths and weaknesses in thinking.
- I can recognize and articulate my egocentric thinking, as well as egocentric thinking on the part of others.