

## Critical Thinking Rubric

### Student Leader Learning Outcomes (SLLO) Project

Name of Student:

Date Completed:

CRITICAL THINKING OUTCOMES	<u>NOVICE</u>	<u>TRANSITION</u>	<u>INTERMEDIATE</u>	<u>TRANSITION</u>	<u>ADVANCED</u>
	Awareness or Base Level Knowledge	From Novice to Intermediate	Apply the concept somewhat	From Intermediate to Advanced	Intentional and Effective Application
<b>Identifies a problem, opportunity or challenge</b>	Has basic recognition of problem, opportunity, or challenge with minimal detail and understanding		Recognizes of problem, opportunity or challenge with some comprehension of level of complexity		Sees the problem and all component pieces with a full understanding of level of complexity.
<b>Analyzes the elements/facts of a specific situation/problem</b>	Recognizes elements pertinent to the current situation/problem		Provides some evidence of understanding patterns, cause/effect relationships and critical indicators related to the current situation/problem		Understands and articulates patterns, cause/effect relationships and critical indicators related to the current situation/problem.
<b>Gathers relevant situational information</b>	Simply collects relevant information that is currently at immediate disposal		Collects some information from outside sources		Collects a comprehensive collection of political, stakeholder, and other information.
<b>Mutual sharing of information with others</b>	Exhibits no openness or willingness to share relevant feelings, information, or thoughts with others.		Is willing to share feelings, information, or thoughts with like-minded individuals.		Is willing to share feelings, information, or thoughts with those from differing perspectives.

## Critical Thinking Rubric

### Student Leader Learning Outcomes (SLLO) Project

<b>CRITICAL THINKING OUTCOMES</b>	<b><u>NOVICE</u></b>	<b><u>TRANSITION</u></b>	<b><u>INTERMEDIATE</u></b>	<b><u>TRANSITION</u></b>	<b><u>ADVANCED</u></b>
	<b>Awareness or Base Level Knowledge</b>	<b>From Novice to Intermediate</b>	<b>Apply the concept somewhat</b>	<b>From Intermediate to Advanced</b>	<b>Intentional and Effective Application</b>
<b>Interprets information effectively relative to the problem</b>	States opinions as facts. Provides minimal integration of gathered information with elements and facts pertaining to the situation		Provides some integration of gathered information with elements and facts pertaining to the current situation		States opinions as opinions. Supports arguments with relevant data when applicable. Fully integrates gathered information with elements and facts pertaining to the current situation
<b>Identifies a set of criteria or standards by which the solution will be aligned</b>	Acknowledges that there are standards and criteria that should be considered and/or followed		Creates standards or criteria with which to comply, in addition to existing standards and criteria.		Demonstrates an understanding that standards and criteria may be dynamic and will need to be applied to each unique situation
<b>Predicts and evaluates implications, consequences and conclusions</b>	Minimally identifies implications, consequences and conclusions		Is able to predict and evaluate a limited scope of implications, consequences and conclusions, but does not take into account all relevant information		Is able to predict, evaluate, and articulate a broad range of implications, consequences and conclusions
<b>Identifies action steps</b>	Does not consider a plan of action, and a desire to act is not exhibited.		Develops an action plan, but commitment to the action plan is not exhibited.		Develops a comprehensive plan of action and full commitment to the plan is exhibited.

**Critical Thinking Rubric**  
**Student Leader Learning Outcomes (SLLO) Project**

<b>CRITICAL THINKING OUTCOMES</b>	<b><u>NOVICE</u></b>	<b><u>TRANSITION</u></b>	<b><u>INTERMEDIATE</u></b>	<b><u>TRANSITION</u></b>	<b><u>ADVANCED</u></b>
	<b>Awareness or Base Level Knowledge</b>	<b>From Novice to Intermediate</b>	<b>Apply the concept somewhat</b>	<b>From Intermediate to Advanced</b>	<b>Intentional and Effective Application</b>
<b>Considers other's perspectives and uses them to develop alternatives relative to situation (throughout)</b>	Stays within the bounds of previous thought and practice; is unwilling to acknowledge others' perspectives.		Is willing to test new and innovative ideas and is open to others' perspectives		Exploration of multiple alternatives becomes the new routine and there is frequent demonstration of an ability to integrate others' perspectives
<b>Clarifies and Evaluates assumptions (throughout)</b>	Identifies obvious assumptions		Is able to recognize and clarify assumptions but unable to fully recognize the consequences of the assumptions in the decision making process		Is able to recognize explicit and implicit assumptions and their impact

**COMMENTS:**

This rubric was created by the Student Leader Learning Outcomes Project at Texas A&M University. © 2008 Student Life Studies, TAMU.