

East Georgia State College
Holistic Critical Thinking Rubric

Criteria	1 Tier 1	2	3 Tier 2	4	5 Tier 3	6
<p>Question - Students will be able to identify a problem or conflict, determine the related factors and outline the necessary steps for a solution.</p>	<ul style="list-style-type: none"> • Fails to identify alternatives • Fails to acknowledge uncertainties • Fails to identify a working hypothesis 		<ul style="list-style-type: none"> • Identifies possible problem or conflict • Identifies factors that may be related to problem or conflict • Identifies potential steps to a solution 		<ul style="list-style-type: none"> • Defines the fundamental problem or conflict • Determines related factors • Outlines necessary steps to a solution 	
<p>Analyze - Students will be able to analyze primary data or sources to determine their structure, validity and usefulness.</p>	<ul style="list-style-type: none"> • Fails to distinguish between relevant/irrelevant data • Fails to identify the purpose and tone • Fails to distinguish between fact and opinion • Fails to identify bias • Fails to draw reasonable inferences • Fails to identify reasons to support the thesis • Fails to recognize cause/effect relationships • Fails to compare or contrast analogous data 		<ul style="list-style-type: none"> • Identifies data that may be relevant • Attempts to identify purpose and tone • Attempts to distinguish fact from opinion • Is sensitive to bias • Attempts to draw reasonable inferences • Identifies some of the reasons supporting the thesis • Identifies cause/effect relationships • Compares and contrasts analogous data 		<ul style="list-style-type: none"> • Focuses on the relevant data • Identifies purpose and tone clearly • Successfully distinguishes fact from opinion • Identifies bias and discounts it appropriately • Draws reasonable inferences • Utilizes the reasons supporting the thesis effectively • Evaluates cause/effect relationships accurately • Compares and contrasts analogous data effectively 	
<p>Discuss - Students will be able to engage in productive verbal communication of ideas in a classroom setting, working toward a solution or conclusion.</p>	<ul style="list-style-type: none"> • Fails to acknowledge opposing viewpoints • Fails to modify thesis if required • Fails to enunciate ideas clearly • Fails to distinguish between relevant /irrelevant data • Arguments are fallacious 		<ul style="list-style-type: none"> • Acknowledges opposing viewpoints • Shows flexibility in modifying thesis • Enunciates basic ideas clearly • Identifies relevance of data • Recognizes fallacious arguments 		<ul style="list-style-type: none"> • Acknowledges strengths of opposing viewpoints • Modifies thesis based on new information • Articulates arguments persuasively • Focuses on relevant data to deepen the discussion • Refrains from using fallacious arguments 	

**East Georgia State College
Holistic Critical Thinking Rubric**

Criteria	1 Tier 1	2	3 Tier 2	4	5 Tier 3	6
<p>Debate - Students will be able to use facts and viewpoints to present a persuasive argument in a forum of competing perspectives to achieve rational conclusions and effective compromises.</p>	<ul style="list-style-type: none"> • Fails to provide adequate support for thesis • Fails to distinguish between emotional and an rational responses • Fails to recognize possible counter arguments • Fails to provide rebuttals for counter arguments 		<ul style="list-style-type: none"> • Provides adequate support for thesis • Distinguishes between emotional and rational responses • Recognizes counter arguments • Provides rebuttals for counter arguments 		<ul style="list-style-type: none"> • Provides persuasive support for thesis • Effectively guides debate back from an emotional response to rational arguments • Distinguishes between the weak and strong points made in counter arguments • Uses strong points of counter arguments to forge effective compromises 	
<p>Critique - Students will be able to research opposing arguments in a controversial issue and evaluate the strength of the arguments to determine the student's stance.</p>	<ul style="list-style-type: none"> • Fails to assess the quality of evidence presented • Fails to assess the sufficiency of the evidence • Fails to develop reasonable conclusions • Fails to confirm the adequacy of the hypothesis 		<ul style="list-style-type: none"> • Assesses the quality of evidence presented • Assesses the sufficiency of evidence presented • Develops reasonable conclusions • States testable hypothesis 		<ul style="list-style-type: none"> • Presents a persuasive assessment of the quality of evidence presented • Presents a persuasive assessment of the sufficiency of evidence presented • Develops persuasive conclusions • Subjects hypothesis to test that can be replicated 	