Montgomery College General Education Assessment Rubric: Critical Thinking

Critical Thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion (AAC&U).

Standard 1: Identification and Explanation of Issues - Student articulates a problem or question, identifies and explores resources, and develops a response based on more than the student's ideas.

Advanced (3)	Proficient (2)	Novice (1)	Not Evident (0)	Not Applicable
□ Accurately identifies and explores a well-developed, complex problem, issue, or question including context, supporting ideas with a range of materials and techniques	□ Identifies the issue, problem, or question, providing a minimal exploration of the context with supporting materials and techniques	□ Provides a limited exploration of the problem, issue, question, or context with little to no supporting materials or techniques	□ Does not identify or explain the issue, problem, or question, and/or fails to summarize or explain the context	□ Assessment task does not reflect these characteristics for student performance

Standard 2: Analysis - Student identifies, examines, and/or synthesizes the essential issues, information/data/sources, or subject material.

Advanced (3)	Proficient (2)	Novice (1)	Not Evident (0)	Not Applicable
□ Effectively identifies and examines issues, information, or subject with in-depth explanation	□ Identifies issues, information, or subject with sufficient explanation	□ Incompletely identifies or misrepresents issues, information, or subject	□ Does not identify the issues, information, or subject	□ Assessment task does not reflect these characteristics for student performance

Standard 3: Evaluation - Student determines the validity, value, or quality of ideas from varied perspectives, examining implications and impact within context.

Advanced (3)	Proficient (2)	Novice (1)	Not Evident (0)	Not Applicable
□ Synthesizes information or concepts from diverse perspectives to determine significance to conclusions, validity, quality, value, and/or impact	□ Synthesizes information or concepts from more than one perspective to determine significance, validity, quality, value, and/or impact	□ Synthesizes information or concepts from only one source or perspective to determine significance, validity, quality, value, and/or impact	□ Lacks synthesis of ideas and does not determine any significance, quality, value, and/or impact of the information	□ Assessment task does not reflect these characteristics for student performance

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Standard 4: Conclusion - Student interprets information and develops sound conclusions resulting in evidence of rethinking or refinement of ideas.				
Advanced (3)	**Proficient (2)**	**Novice (1)**	**Not Evident (0)**	**Not Applicable**
☐ Presents thoughtful connections across ideas and/or sources with nuance based on sound logic, information, evidence, and/or innovative thinking	☐ Presents limited connections across ideas and/or sources based on sound logic, information, evidence, and/or innovative thinking	☐ Presents simplistic connections across ideas and/or sources based on logically flawed information, limited evidence, and/or unoriginal thinking	☐ Presents a conclusion that is extreme, irrelevant, or unsubstantiated	☐ Assessment task does not reflect these characteristics for student performance