

**CRITICAL AND CREATIVE THINKING VALUE RUBRIC**

	4	3	2	1	0	N/A
Student Learning Outcome	Capstone	Milestone (Higher)	Milestone (Lower)	Benchmark	No Evidence	Not Applicable
<b>Explanation</b> Students will clearly explain the issue/problem.	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.	No evidence	N/A
<b>Evidence</b> Students will selectively use information to investigate a point of view or conclusion.	Information is taken from expert source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Source materials are thoroughly assessed in the context of the breadth of knowledge in the field.	Information is taken from credible source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Source materials are somewhat assessed in the context of the breadth of knowledge in the field.	Information is taken from credible source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Source materials are considered with little assessment in the context of the breadth of knowledge in the field.	Information is taken from source(s) without any interpretation/evaluation. Source materials are considered without assessment in the context of the breadth of knowledge in the field.	No evidence	N/A
<b>Context</b> Students will evaluate the influence of context and assumptions when presenting a position.	Thoroughly (systematically and methodically) analyzes own and others' assumptions, and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and relevant contexts influencing position.	Questions some assumptions. Identifies relevant contexts influencing a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	No evidence	N/A
<b>Perspective</b> Students will express a position that takes into account the complexities of an issue and acknowledges other viewpoints.	Specific position is imaginative or innovative, taking into account the complexities of an issue. Limits of position are acknowledged. Others' points of view are synthesized within position.	Specific position takes into account the complexities of an issue. Others' points of view are acknowledged within position.	Specific position acknowledges different sides of an issue.	Specific position is stated, but is simplistic and obvious.	No evidence	N/A
<b>Conclusions</b> Students will express a logical conclusion.	Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes are identified clearly.	Conclusion is logically tied to information (information is chosen to fit the desired conclusion); some related outcomes are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes are oversimplified.	No evidence	N/A
<b>Taking Risks</b> Students will take risks. (i.e., includes personal risks going beyond the original parameters of the assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions.)	Actively seeks out and follows through on taking risks that add value to or illuminate the goals of the assignment.	Takes untested and potentially risky approaches that clearly relate to the goals of the assignment.	Reveals risk taking by using personal experience, the introduction of new forms, or expression of an unpopular opinion.	Considers new ideas, directions, forms, or approaches that might require risk taking.	No evidence	N/A

\*Adapted from "Critical Thinking VALUE Rubric" and "Creative Thinking VALUE Rubric" by the Association of American Colleges and Universities, 2009, <https://www.aacu.org/value-rubrics>. This derivative work is licensed under CC BY-NC-SA 4.0.