CLASS-FRIENDLY RUBRIC

CRITICAL THINKING

PROCESS & PRODUCT

This rubric can be used to assess critical thinking in tasks that contain one or several discipline-specific learning outcomes. It is not meant to assess exercises focussing on "critical thinking" only, but any exercise with technical or disciplinary requirements which includes space for students to demonstrate their critical thinking skills. It can be used to provide formative or summative feedback.
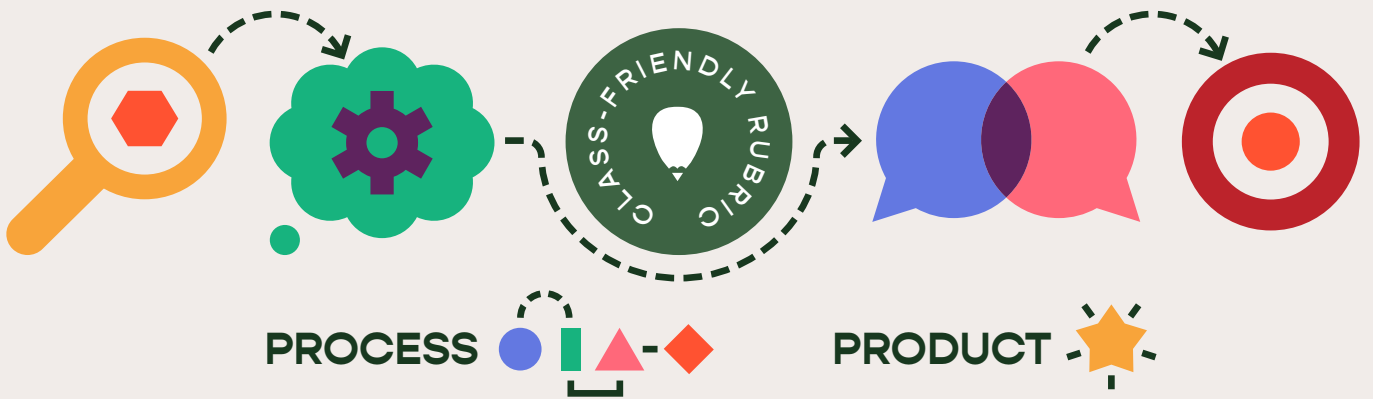
Note: "Product" refers to a visible final student work (for example the response to a problem, a, essay, an artefact or a performance). These criteria are meant to assess student work even if the learning process is not observable or was not fully documented. "Process" refers to the learning and production process observed by the assessor or documented by the students: the process may not be entirely visible in the final product. Typically, the process could show a greater level of acquisition of the skills than the product.

The levels 1 to 4 correspond to a continuum. Level 1 corresponds to little effort in exercising critical thinking, whether the technical requirements of the task are met or not. Level 2 corresponds to some effort in critical thinking, even if the technical requirements of the task are not met. Level 3 shows some level of critical thinking and some technical mastery. Level 4 combines high levels of critical thinking and technical mastery.

OECD

CRITICAL THINKING

CLASS-FRIENDLY RUBRIC

PROCESS

PRODUCT

4 — OUTSTANDING

THE WORK PROCESS:
- considers several ways of formulating and answering a problem,
- challenges several common positions or ideas about the problem
- shows a clear understanding of the strength and limitations of the chosen and alternative positions.
- shows an openness to the ideas, critiques or feedback of others when relevant.

THE STUDENT WORK:
- presents a specific personal position to a clearly formulated problem,
- relates this position to alternative theories or perspectives within or outside the discipline,
- justifies the position with good evidence,
- acknowledges the assumptions and limitations of the chosen position.

3 — FLOURISHING

THE WORK PROCESS:
- considers one other way to formulate and answer the problem,
- challenges one common position or idea about the problem
- shows a clear understanding of the strength and limitations of the chosen and the alternative positions.

THE STUDENT WORK:
- presents a personal position to a clearly formulated problem,
- relates this position to one alternative theory or perspective within or outside the discipline,
- justifies the position with some evidence, and
- acknowledges the assumptions of the chosen position.

2 — EMERGENT

THE WORK PROCESS:
- shows the willingness to go beyond one's initial way to formulate and answer the problem, but
- does not clearly identify the assumptions of the examined theories or practices or their strengths and weaknesses.

THE STUDENT WORK:
- presents a position to a problem that is not clearly formulated,
- relates this position to one alternative theory or perspective within the discipline,
- provides little evidence or acknowledges only minimally the assumptions and limitations of the chosen position.
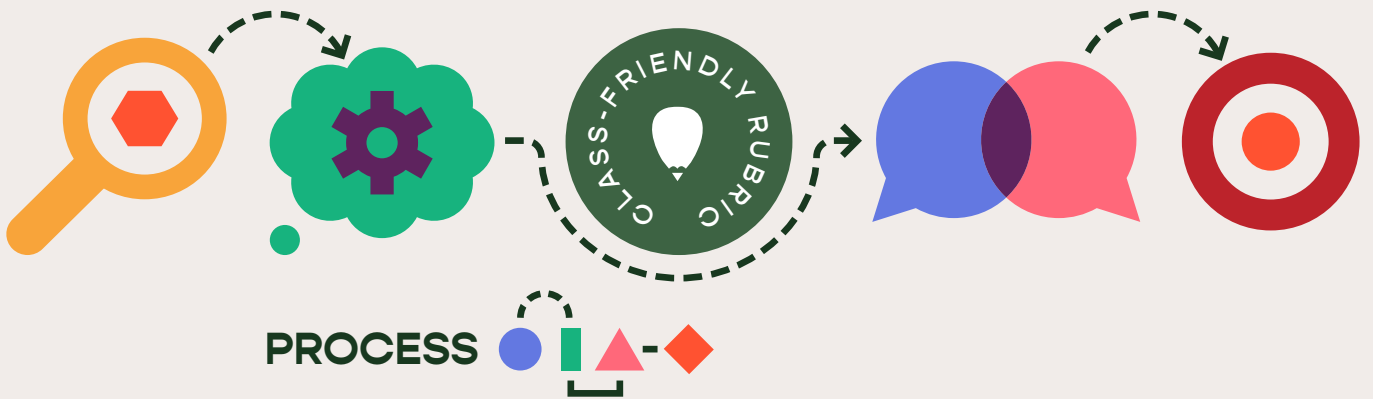
1 — DORMANT

THE WORK PROCESS:
- shows little willingness to explore other positions or theories than the most commonly accepted one and
- shows no willingness to question the assumptions of the chosen position, theory or practices.

THE STUDENT WORK:
- presents a commonly accepted position to a problem,
- justifies it with sound evidence, but
- fails to question its assumptions or consider other possible perspectives on the problem.

CRITICAL THINKING

CLASS-FRIENDLY RUBRIC

PROCESS

4 — OUTSTANDING

THE WORK PROCESS:
- considers several ways of formulating and answering a problem,
- challenges several common positions or ideas about the problem
- shows a clear understanding of the strength and limitations of the chosen and alternative positions.
- shows an openness to the ideas, critiques or feedback of others when relevant.

3 — FLOURISHING

THE WORK PROCESS:
- considers one other way to formulate and answer the problem,
- challenges one common position or idea about the problem
- shows a clear understanding of the strength and limitations of the chosen and the alternative positions.

2 — EMERGENT

THE WORK PROCESS:
- shows the willingness to go beyond one's initial way to formulate and answer the problem, but
- does not clearly identify the assumptions of the examined theories or practices or their strengths and weaknesses.

1 — DORMANT

THE WORK PROCESS:
- shows little willingness to explore other positions or theories than the most commonly accepted one and
- shows no willingness to question the assumptions of the chosen position, theory or practices.

CRITICAL THINKING

CLASS-FRIENDLY RUBRIC

PRODUCT

4 — OUTSTANDING

THE STUDENT WORK:
- presents a specific personal position to a clearly formulated problem,
- relates this position to alternative theories or perspectives within or outside the discipline,
- justifies the position with good evidence,
- acknowledges the assumptions and limitations of the chosen position.

3 — FLOURISHING

THE STUDENT WORK:
- presents a personal position to a clearly formulated problem,
- relates this position to one alternative theory or perspective within or outside the discipline,
- justifies the position with some evidence, and
- acknowledges the assumptions of the chosen position.

2 — EMERGENT

THE STUDENT WORK:
- presents a position to a problem that is not clearly formulated,
- relates this position to one alternative theory or perspective within the discipline,
- provides little evidence or acknowledges only minimally the assumptions and limitations of the chosen position.

1 — DORMANT

THE STUDENT WORK:
- presents a commonly accepted position to a problem,
- justifies it with sound evidence, but
- fails to question its assumptions or consider other possible perspectives on the problem.