

## Critical Thinking @ UM Assessment Checklist

UM Definition - Critical Thinking involves the ability to conceptualize problems, gather pertinent information, interpret data and appraise evidence, distinguish diverse points of view, articulate personal insights, in order to present reasonable and effective arguments, responses, or conclusions.

The QEP Development team constructed this sample rubric from a variety of rubrics (including the AAC&U VALUE rubric) with the intention that it be modified to fit targeted aspects of the learning outcome(s). Faculty and staff may use any part of this rubric, add or remove aspects of any outcome, modify the language of this rubric, and/or create other assessment methods.

### **Conceptualize complex issues or problems**

<i>Aspects of Outcome</i>	<i>Exceeds expectation</i>	<i>Mets expectation</i>	<i>Does not meet expectation</i>
Issue/problem to be considered critically is stated clearly and comprehensively			
Description includes subsidiary, embedded, or implicit aspects of the issue are described			
Description identifies integral relationships essential to analyzing the issue			
Explains why/how the issues are problems or questions			

### **Gather pertinent facts or ideas to explore complex issues or problems**

<i>Aspects of Outcome</i>	<i>Exceeds expectation</i>	<i>Mets expectation</i>	<i>Does not meet expectation</i>
Includes credible sources appropriate for the assignment			
Does not include inappropriate sources for the assignment			
Includes an accurate evaluation of the appropriateness of the sources			
Includes sufficient data/information to allow exploration of the issue			



**Interpret data and appraise evidence**

<i>Aspects of Outcome</i>	<i>Exceeds expectation</i>	<i>Mets expectation</i>	<i>Does not meet expectation</i>
Rigorously evaluates all important evidence offered			
Provides new data or information for consideration			
Examines evidence and questions accuracy and relevance			
Recognizes and describes bias			
Viewpoints expressed in sources are questioned appropriately			
Clearly analyzes information for accuracy, relevance, and validity			

**Distinguish, compare, or contrast diverse points of view and/or alternative conclusions**

<i>Aspects of Outcome</i>	<i>Exceeds expectation</i>	<i>Mets expectation</i>	<i>Does not meet expectation</i>
Thoroughly (systematically and methodically) analyzes own assumptions			
Thoroughly (systematically and methodically) analyzes others' assumptions			
Carefully evaluates the relevance of contexts when presenting a position			
Addresses diverse perspectives from a variety of sources to qualify analysis			
Any analogies or metaphors are used effectively			
Analysis of other positions is accurate and respectful			



**Articulate personal insights about complex issues or problems**

<i>Aspects of Outcome</i>	<i>Exceeds expectation</i>	<i>Mets expectation</i>	<i>Does not meet expectation</i>
Identifies and discusses conclusions			
Identifies ad discusses implications, and consequences of conclusions			
Evidence of reflection and self-assessment ()			
Considers context, assumptions, and evidence			
Specific position (perspective, thesis/hypothesis) is clear			
Specific position takes into account the complexities of an issue			
Acknowledges limitations of position are acknowledged			
Acknowledges objections and rival positions			
Provides convincing replies to objections and rival positions			

**Communicate a reasonable and effective argument, response, or conclusion**

<i>Aspects of Outcome</i>	<i>Exceeds expectation</i>	<i>Mets expectation</i>	<i>Does not meet expectation</i>
Sequence of presentation reflects clear organization of ideas			
Conclusions & related outcomes are logical			
Conclusions & related outcomes reflect the student's informed evaluation			
Conclusions & related outcomes reflect ability to place evidence and perspectives discussed in priority order			
Language clearly and effectively communicates ideas			
Includes appropriate transitions			
Language is nuanced and eloquent			
Sources are cited and used correctly			
Style is appropriate for audience			