

## **DIRECTIONS FOR INSTRUCTOR'S USE OF THE CRITICAL THINKING ASSESSMENT RUBRIC**

Attached you will find the critical thinking assessment rubric developed by the College of Business and Technology's Assessment Team. This rubric is intended for use in evaluating and improving student performance on critical thinking and problem solving assignments. Instructors are encouraged to share copies of the assessment rubric with students in advance of the students' receiving the assignment so that they will understand instructor expectations.

Instructors should become familiar with the categories of student performance covered in the rubric before use of the rubric in the classroom. To use the rubric, instructors should place check marks in the boxes corresponding to their evaluation of the various dimensions (i.e., problem identification and definition, etc.) of student performance.

The rubric is set up with three levels of performance (i.e., does not meet expectations, meets expectations, exceeds expectations) that can be achieved by the student.

- Does not meet expectations:
  - 0 = The student does not demonstrate sufficient knowledge, skills or abilities with respect to this dimension and therefore, does not meet the instructor's expectations.
- Meets expectations:
  - 1 = The student demonstrates sufficient knowledge, skills or abilities with respect to this dimension, and thereby basically meets the instructor's expectations.
- Exceeds expectations:
  - 2 = The student demonstrates greater knowledge, skills, or abilities than expected by the instructor, and thereby exceeds the instructor's expectations with respect to this dimension.

If a dimension contained in the rubric is not applicable for a given assignment, the instructor should simply leave that dimension blank.

## CRITICAL THINKING ASSESSMENT RUBRIC

PROBLEM IDENTIFICATION AND DEFINITION	Does Not Expectations	Meets Expectations	Exceeds Expectations
Student is able to completely and accurately define the problem.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Student demonstrates full understanding of the problem.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Student uses classic and/or current tools and references.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Student is able to ascertain if additional information/data not stated in the problem is necessary for its resolution.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Student is able to identify and disregard extraneous information provided in the problem definition if not relevant to the problem's solution .	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
PROBLEM ANALYSIS AND DECOMPOSITION			
Student breaks down problem into facets/component parts.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Student identifies logical connections between facets/component parts.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Student uses logic appropriately.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Student demonstrates creative thinking where appropriate.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Student actively seeks alternative points of view and gives each appropriate consideration.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Student considers alternative solutions.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Student weighs/evaluates pros and cons of alternative solutions.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Student explores implications and consequences of possible solutions.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
PROBLEM SOLVING AND SOLUTION GENERATION			
Student is able to obtain appropriate supporting information.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Solution clearly states assumptions.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Solution is testable.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Solution can be replicated.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Solution is correct/viable/optimal.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Solution is original/creative.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Solution is well-documented and explained.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Solution is planned, not random/accidental.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Broader impact of solution (i.e., on the "bigger picture") is considered.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Student is able to demonstrate the appropriateness/correctness of the solution.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
OVERALL ASSESSMENT			
Overall, the student:	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2