# **LSC Core Assessment Rubric**

# **Critical Thinking**

# **Revised 2/28/23**

# **Critical Thinking Skills**

| **Core Objective Criteria/Dimension Title** | **Core Objective Criteria/Dimension Definition** | **Learning Level:****Met****(4-Accomplished)** | **Learning Level:****Met****(3-Competent)** | **Learning Level:****NOT Met****(2-Developing)** | **Learning Level:****NOT Met****(1-Beginning)** |
| --- | --- | --- | --- | --- | --- |
| **Explanation of issues** | Identify and define key issues and/or problems. | The learner comprehensively identifies and defines the key issues and/or problem(s) with supporting evidence and/or source. | The learner adequately identifies and defines key issues and/or problem(s).  | The learner introduces some explanation, but inadequately introduces the key issues or defines the problem(s).  | The learner is unable to or is unclear in the attempt to identify and define key issues/problem(s). No attempt to identify or define the issue/problem is evident.  |
| **Analysis of****information**  | [\*Examine the information.](#Glossary_Analyze) [(\*) See the glossary for other ways to analyze information in the classroom.](#Glossary_Analyze) | The learner comprehensively [analyzes information](#Glossary_Analyze). AND/OR The learner comprehensively provides evidence of the ability to [examine](#Glossary_Analyze) the information. AND/OR The learner comprehensively presents, reproduces, and or organizes the information in a sophisticated manner.  | The learner adequately [analyzes information](#Glossary_Analyze). AND/OR The learner adequately provides evidence of the ability to [examine](#Glossary_Analyze) the information. AND/OR The learner adequately reproduces and organizes the information.  | The learner introduces some [analysis](#Glossary_Analyze), but it is incomplete. AND/OR The learner only restates the facts. AND/OR The learner partially reproduces and organizes the information.  | The learner is not able to [analyze information](#Glossary_Analyze), or it is unclear. No attempt is evident.  |
| **Evaluation**  | [Makes an informed \*judgement based on analysis](#Glossary_Eval) [(\*) See the glossary for other ways to evaluate information in the classroom](#Glossary_Eval). | The learner comprehensively makes an [informed judgement](#Glossary_Eval) based on the analysis.  | The learner adequately makes [an informed judgement](#Glossary_Eval) based on the analysis.  | The learner introduces some [informed judgement](#Glossary_Eval), but it is incomplete or not based on the analysis.  | The learner does not make an [informed judgement](#Glossary_Eval) based on analysis or it is unclear. No attempt is evident.  |
| **Synthesis**  | \*Combine ideas to generate [a new concept or \*new perspective.](#Glossary_Synthesis) [(\*) See the glossary for other ways to synthesize information in the classroom.](#Glossary_Synthesis) | The learner comprehensively combines ideas to generate [a new concept](#Glossary_Synthesis).AND/OR The learner applies and generates a new perspective into one comprehensive idea.  | The learner adequately combines ideas to generate [a new concept.](#Glossary_Synthesis)AND/OR The learner applies and generates a new perspective into one idea.  | The learner introduces some combination of ideas to generate [a new concept,](#Glossary_Synthesis) but it is incomplete. AND/OR The learner applies and generates a new perspective into a partial idea. | The learner is not able to combine ideas to generate a [new concept or new perspective](#Glossary_Synthesis) or it is unclear. No attempt is evident. |
| **Conclusions and/or related outcomes** | Follow the evidence to present unambiguous consequences, implications, solutions, and/or products. | The learner comprehensively follows the evidence to present unambiguous implications, solutions, and/or products.  | The learner adequately follows the evidence to present unambiguous implications, solutions, and/or products. Details may be lacking. | The learner attempts to follow the evidence and is missing key implications. An implication or partial implication attempt may be evident.  | The learner is unable to follow the evidence and unable to make any implication. No attempt is evident.  |

## **Glossary/ Synonyms for Criteria/Dimensions of Skills:**

● Analyze – refers to the analysis, categorize, classify, compare/contrast, debate, deduct, examine, determine the factors, etc.

● Synthesis – refers to combine, construct, invent, produce, predict, suggest, etc.

● Evaluate – refers to justify, appraise, judge, prioritize, rank, rate, support, value, etc.

## **Lone Star College**

## **Assignment Design/Alignment Checklist**

## **Critical Thinking**

**An assignment used to gauge students’ Critical Thinking skills will include the following components:**

1. It presents an issue or a problem, or an event that warrants analysis, synthesis, and evaluation;

2. It requires students to present and analyze information and/or data related to the issue or problem or event;

3. It also asks students to form value judgement based on analysis;

4. It requires students to follow the evidence to present unambiguous conclusions, solutions, and/or products.