

## Critical Thinking Competency Rubric

	<i>Fails to Achieve the Standard (1)</i>	<i>Meets the Standard (2)</i>	<i>Exceeds the Standard (3)</i>
<b>Clearly stated objective</b>	<p>The writer's <b>purpose or position</b> is not clear, and there is little to indicate the writer's comprehension of the issue(s) to be addressed.</p> <p>The text fails to address the <b>question/problem</b>.</p> <p>A <b>plan of development</b> is not present.</p>	<p>The writer's <b>purpose or position</b> is clear and is the primary controlling force throughout the paper.</p> <p>The <b>question/problem</b> is addressed.</p> <p>A clear <b>plan of development</b> is implied or stated.</p>	<p>The writer's <b>purpose or position</b> is clear and is the primary controlling force throughout the paper.</p> <p>The <b>question/problem</b> is addressed creatively.</p> <p>A creative <b>plan of development</b> is implied or stated.</p>
<b>Ability to present supporting evidence</b>	<p>The writer fails to <b>develop ideas</b> in support of the essay's purpose and presents little <b>applicable evidence</b>.</p> <p>The writer shows a poor <b>sense of context</b> and fails to distinguish between <b>fact, opinion and value judgment</b>.</p>	<p>The writer <b>develops ideas</b> in support of the essay's purpose, providing <b>applicable evidence</b> from sources, including personal knowledge and experience.</p> <p>The writer demonstrates a <b>sense of context</b> and recognizes the difference between <b>fact, opinion, and value judgment</b>.</p>	<p>The writer fully <b>develops clear ideas</b> presented in support of the essay's purpose, presents <b>applicable evidence</b>, and recognizes the nuances in that evidence.</p> <p>The writer shows a clear <b>sense of context</b> and consistently distinguishes between <b>fact, opinion, and value judgment</b>.</p>
<b>Logical consistency</b>	<p>The writer fails to use an <b>order of development</b> appropriate for the topic and purpose of the essay.</p> <p>The writer fails to come to <b>reasoned conclusions</b> or reaches conclusions that may not be relevant to the major claim and may rest on unfounded, unstated assumptions.</p>	<p>The writer uses an <b>order of development</b> appropriate for the topic and purpose of the essay and does not contradict her/his major claim or use mutually exclusive statements.</p> <p>The writer comes to <b>reasoned conclusions</b> that are relevant to the writer's major claim.</p>	<p>Using an <b>order of development</b> appropriate for the topic and purpose of the essay, the writer considers different perspectives on the issue and/or identifies strong points and gaps in those perspectives.</p> <p>The writer comes to <b>well-reasoned conclusions</b>. The writer may identify and discuss the implications and consequences of her/his position but does so without contradicting the thesis.</p>