

Critical Reasoning

Critical reasoning is the intellectually disciplined process of actively and skillfully conceptualizing, analyzing, and evaluating information gathered from observation, experience, or communication as a guide to drawing conclusions formulating beliefs and taking action.

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of analysis that share common attributes. Critical reasoning can be demonstrated in assignments that require students to complete analyses of text, data, experiences, or issues. This rubric is designed for use with many different types of assignments, including well-constructed multiple-choice items, as well as case-studies, response papers, and reviews.

Demonstration of disciplinary knowledge should not be confused with the full range of analysis dimensions detailed in the rubric: mere demonstration of disciplinary knowledge without indications of the process of reasoning will not satisfy general education requirements.

Critical Reasoning Rubric

	Proficient 3	Emerging 2	Insufficient 1	Does Not Meet Minimum Benchmark 0
Identification/ Conceptualization <i>(Does the student show evidence of understanding what they are being asked to do?)</i>	Thoroughly and clearly identifies the issue/problem under consideration	Identifies the issue/problem under consideration but leaves some minor aspects unrecognized or unexplored.	Begins to identify the issue/problem under consideration, but also shows evidence of misunderstanding or failing to recognize some aspects of the issue/problem.	Does not identify the issue/problem under consideration.
Issues Surrounding and Influencing Contexts <i>(Does the student demonstrate an awareness of the context in which the problem or issue raised by the assignment is taking place?)</i>	Accurately and completely identifies the concepts, ideas, or values pertinent to understanding the issue or solving the problem under consideration.	Any omissions or misunderstandings of concepts, ideas, or values pertinent to understanding the issue or solving the problem under consideration do not materially impede an analysis of the key issues under consideration.	Identifies some concepts, ideas, or values pertinent to understanding the issue or solving the problem under consideration, but not enough to yield adequately informed conclusions on the subject.	Demonstrates no awareness of the concepts, ideas, or values pertinent to understanding the issue or solving the problem under consideration.
Analysis and/or Evaluation of the Evidence (ideas, artifacts, events) <i>(Does the student demonstrate an awareness of what the evidence presented means?)</i>	Accurately and completely analyzes and/or evaluates the evidence presented.	Analyzes and/or evaluates the evidence presented with partially accurate inferences, logical deductions, or immaterial omissions.	Analyzes and/or evaluates the evidence presented but with key omissions, unwarranted inferences, or identifiable deductive logical fallacies.	Does not analyze and/or evaluate the evidence presented.
Conclusion <i>(Optional:-Multiple choice exams may assess conclusions within evaluation/ analysis of evidence) (Does the student show evidence of being able to use both context and evidence to draw conclusions?)</i>	Conclusion is logically tied to appropriate contextual information and reflects the student's informed interpretation. Conclusion reflects priority in interpretation of evidence.	Conclusion is tied to some contextual information and begins to reflect student interpretation.	Conclusion is inadequately tied to some contextual information; or a mistaken conclusion is based on limited reasoning.	Conclusion is not tied to evidence, or conclusion is incorrect with inadequate reasoning.