

Montgomery College General Education Assessment Rubric: Critical Analysis

Montgomery College’s Critical Analysis and Reasoning Rubric is adapted from The Foundation for Critical Thinking’s definitions and rubrics for critical thinking, Peter Falcione’s *Holistic Critical Thinking Rubric*, Washington State University’s *Critical Thinking Project*, and the Association of American Colleges and Universities’ *Critical Thinking VALUE Rubric*.

Critical analysis and reasoning includes the application of higher order analytic and creative cognitive processes to arrive at reasoned and supportable conclusions, to synthesize and apply knowledge within and across courses and disciplines, and to develop creative solutions.

Standard 1 Identification and Explanation of Issues: Student can understand and articulate a problem or a question, identify needed resources, and develop a response based on more than the his or her own ideas.				
Advanced (3)	Proficient (2)	Novice (1)	Not Evident (0)	
<ul style="list-style-type: none"> <input type="checkbox"/> Poses relevant, complex, and insightful questions <input type="checkbox"/> Accurately identifies and provides a well-developed summary of the problem or question including context <input type="checkbox"/> Identifies and uses appropriate sources which reflect a range of positions regarding the problem or question 	<ul style="list-style-type: none"> <input type="checkbox"/> Poses appropriate questions <input type="checkbox"/> Identifies the problem or questions, but does not provide sufficient context <input type="checkbox"/> Identifies and uses a limited range of sources relating to the problem or question <input type="checkbox"/> Completes tasks with limited instructor support 	<ul style="list-style-type: none"> <input type="checkbox"/> Poses a simplistic or tangentially related question. <input type="checkbox"/> Provides a limited explanation of the problem or context. <input type="checkbox"/> Represents the issues simplistically or inaccurately <input type="checkbox"/> Identifies limited sources and/or sources reflect bias or only one perspective on the issue. <input type="checkbox"/> Relies heavily on instructor guidance. 	<ul style="list-style-type: none"> <input type="checkbox"/> Fails to pose an appropriate question <input type="checkbox"/> Does not identify or explain the problem or questions, and/or fails to summarize or explain the context <input type="checkbox"/> Represents the issues inaccurately <input type="checkbox"/> Does not identify appropriate sources and/or sources reflect bias or only one perspective on the issue. 	<p>All Critical Analysis and Reasoning Assessment instruments must score this measure</p>

Standard 2 Analysis and Evaluation: Student can analyze and evaluate information and ideas, distinguishing between fact and opinion, considering relevance to the issue and validity of the source, and acknowledging a variety of viewpoints.				
Advanced (3)	Proficient (2)	Novice (1)	Not Evident (0)	
<ul style="list-style-type: none"> <input type="checkbox"/> Responds to sources impartially, with thoughtful analysis and evaluation of content and context <input type="checkbox"/> Demonstrates an advanced or sophisticated ability to analyze and evaluate information including distinguishing between fact and opinion and acknowledging alternative points of view <input type="checkbox"/> Recognizes and avoids logical fallacies <input type="checkbox"/> Justifies key results and procedures, explains assumptions and reasons. 	<ul style="list-style-type: none"> <input type="checkbox"/> Responds to sources with analysis and evaluation of content and context <input type="checkbox"/> Demonstrates ability to analyze and evaluate information including distinguishing between fact and opinion and acknowledging alternative points of view, but analysis and evaluation may be superficial or flawed <input type="checkbox"/> Recognizes and avoids logical fallacies <input type="checkbox"/> May not provide a complete justification of results and procedures and/or does not fully explain assumptions and reasons <input type="checkbox"/> Completes tasks with limited instructor support 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluation and analysis of sources is superficial and/or reflect bias <input type="checkbox"/> Recognizes and avoids major logical fallacies, with significant instructor guidance <input type="checkbox"/> Does not provide a completely justification of results and procedures and/or does not fully explain assumptions and reasons. <input type="checkbox"/> May rely heavily on instructor support/guidance 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluation and analysis of sources is not provided, reflects bias or is inaccurate. <input type="checkbox"/> Does not identify or explain the problem or questions, and/or fails to summarize or explain the context <input type="checkbox"/> Represents the issues inaccurately <input type="checkbox"/> Does not identify appropriate sources and/or sources reflect bias or only one perspective on the issue. 	<p>All Critical Analysis and Reasoning Assessment instruments must score this measure.</p>

Standard 3 Conclusions: Students can interpret information and develop sound conclusions including demonstrating some evidence of rethinking or refinement of ideas; interpreting information in the context of the question or problem; synthesizing ideas and/or making connections between ideas in sources, and recognizing the limits of their conclusions.				
Advanced (3)	Proficient (2)	Novice (1)	Not Evident (0)	
<ul style="list-style-type: none"> <input type="checkbox"/> Takes risks by questioning sources and/or generates alternate or novel explanations supported by evidence as appropriate <input type="checkbox"/> Synthesizes ideas; makes connections or identifies connections within sources in an advanced way <input type="checkbox"/> Avoids oversimplification <input type="checkbox"/> Presents a thoughtful, nuanced, reasonable and factually accurate conclusion based on sound logic, information and evidence at hand <input type="checkbox"/> Demonstrates open-mindedness and self-awareness <input type="checkbox"/> Recognizes the limits of conclusions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Takes limited risks by questioning sources and/or generates alternate or novel explanations supported by evidence, as appropriate <input type="checkbox"/> Provides limited synthesis or ideas, may only summarize source information; makes few connections within sources <input type="checkbox"/> Generally avoids oversimplification <input type="checkbox"/> Presents reasonable and factually accurate conclusion based on sound logic, information and evidence at hand <input type="checkbox"/> Demonstrates some open-mindedness and self-awareness <input type="checkbox"/> Generally, recognizes the limits of conclusions 	<ul style="list-style-type: none"> <input type="checkbox"/> Accepts sources without questioning <input type="checkbox"/> Summarizes sources information <input type="checkbox"/> Oversimplifies or ignores connections among sources <input type="checkbox"/> May only present a summary of sources <input type="checkbox"/> Conclusion may be simplistic or logically flawed or based on limited evidence <input type="checkbox"/> Conclusion reflects close mindedness and/or lack of self-awareness <input type="checkbox"/> Does not recognize the limits of conclusions. <input type="checkbox"/> Relies heavily on instructor guidance 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not reach or Reaches in accurate, overly simplified or overly biased conclusion <input type="checkbox"/> Relies on inappropriate sources, does not make connections between sources <input type="checkbox"/> Conclusion is not relevant, or is extreme or is unsubstantiated 	<p>All Critical Analysis and Reasoning Assessment instruments must score this measure.</p>