

Critical Thinking Undergraduate Learning Outcome Rubric

California State University, Monterey Bay

CSUMB's Intellectual Skills Rubrics were influenced by the [AAC&U VALUE Rubrics](#) and created to help educators design activities and assignments that better help students demonstrate their learning. Rubric levels are developmental (describing student development over a 4-year undergraduate program). See link at bottom for guidance on how to use this rubric.

	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginner
	Expectations for some students at or near graduation.	Expectations for all students at or near graduation.	Expectations for students advancing towards proficiency.	Expectations for students initiating development towards proficiency.
Issue/problem	Clearly states, comprehensively describes, and fully clarifies the issue/problem to be considered: defines key terms, explores ambiguities, determines boundaries. Delivers all relevant information needed for full understanding.	Clearly states, describes, and clarifies the issue/problem to be considered: defines key terms, explores ambiguities, determines boundaries. Delivers relevant information necessary for understanding (understanding is not seriously impeded by omissions).	States and describes issue/problem to be considered, leaving some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown. Delivers information needed for basic understanding (more information needed for full understanding).	States issue/problem to be considered generally. Delivers information needed for minimal understanding (more information needed for basic understanding).
Use of support	Organizes, interprets, analyzes, and synthesizes information from sources to fully achieve a specific, intended purpose with clarity and depth.	Organizes, interprets, analyzes, and synthesizes information from sources to achieve intended purpose.	Organizes, interprets, and analyzes information from sources. Achieving intended purpose requires synthesis of information.	Provides information from sources. Achieving intended purpose requires better organization, interpretation, and/or analysis in addition to synthesis of information.
Position	Presents position (perspective, thesis/hypothesis) that is nuanced, taking into full account the complexities of the issues/problem and explains the relevance of context, own and others' assumptions, and the perspectives of others.	Presents position (perspective, thesis/hypothesis) that is clear, taking into some account the complexities of the issues/problem and acknowledges the relevance of context, own and others' assumptions, and the perspectives of others.	Presents position (perspective, thesis/hypothesis) that acknowledges different sides of the issue/problem and relevant contexts, but suggests more awareness of others' than own assumptions (or vice versa).	Presents position (perspective, thesis/hypothesis) that represents a single perspective, but suggests an emerging awareness of present assumptions (although sometimes labels assertions as assumptions).
Conclusions and outcomes	Presents a logical conclusion and related outcomes (consequences and implications) that reflect an informed evaluation and ability to place evidence and perspectives in priority order.	Presents a logical conclusion tied to a range of information, including opposing viewpoints. Clearly identifies related outcomes (consequences and implications).	Presents a logical conclusion tied to information, but information is selectively chosen to fit the desired conclusion. Clearly identifies some related outcomes (consequences and implications).	Presents a conclusion that is inconsistently tied to information discussed. Identifies some related outcomes (consequences and implications), but in an oversimplified manner.