

Capital Community College

Critical Analysis and Logical Thinking Rubric – Spring 2018 (v6)

Outcomes	Levels of Achievement			
	Beginning (1)	Developing (2)	Competent (3)	Accomplished (4)
Identifying issues: Identify issues and evidence; distinguish facts from opinion	Does not identify or describe issues or evidence. Regularly presents opinion as fact.	Describes some main issues or evidence, but not completely or coherently. Occasionally presents opinion as fact.	Adequately identifies, describes and explains most issues and evidence that are relevant. Rarely presents opinion as fact.	Identifies, describes and explains issues and evidence that are relevant. Never presents opinion as fact, except as a rhetorical device when making a well-supported conclusion.
Formulating arguments: Formulates good arguments, including a significant focus on inductive reasoning (i.e., uses specific examples to logically support a broader claim)	Does not formulate arguments that lead to reasonable conclusions; does not use specific examples to logically support broader claims.	Formulates arguments that lead to reasonable conclusions; at times uses specific examples to logically support broader claims.	Formulates effective arguments that lead to reasonable conclusions; Frequently uses specific examples to logically support broader claims.	Formulates persuasive arguments that lead to persuasive and credible conclusions; Almost always uses specific examples to logically support broader claims.
Analysis: Breaks subject matter into components to identify their relationships with each other	Does not separate subject matter into its component parts; fails to identify relationships among the elements.	Distinguishes some component parts; identifies some relationships among the elements.	Adequately separates subject matter into its component parts; identifies most relationships among the elements.	Effectively separates subject matter into its component parts; identifies relationships among the elements.
Evaluation: Identify assumptions and assess the quality and reliability of sources of evidence, where appropriate*	Does not identify and/or summarize assumptions in arguments; does not explicitly assess the quality and reliability of sources of evidence.	Identifies and summarizes assumptions in some arguments; explicitly assesses the quality and reliability of some sources of evidence.	Adequately identifies and summarizes assumptions in most arguments; explicitly assesses the quality and reliability of most sources of evidence.	Accurately identifies and summarizes all major assumptions in an argument; explicitly assesses the quality and reliability of sources of evidence.

<p>Synthesis: Draw together one's argument into a coherent whole in order to arrive at a well-supported conclusion</p>	<p>Does not incorporate the results of their analysis into a coherent conclusion. The conclusion or solution is inconsistent with evidence presented, illogical, or missing altogether.</p>	<p>Incorporates the results of their analysis into a reasonable conclusion or simple solution that is mostly consistent with evidence presented, with minor inconsistencies or omissions.</p>	<p>Incorporates the results of their analysis into a coherent conclusion or solution that is complete, logical, and consistent with evidence presented.</p>	<p>Incorporates the results of their analysis into a coherent conclusion or solution that is complete, logical, consistent with evidence presented, and often unique.</p>
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*Note: Depending upon the type of assignment, and sources used by the student, this outcome may not apply or be able to be assessed.

