Critical Thinking 3/4 Rubric

Not Yet	Level 2	Level 3: Proficient	Level 4: Exemplary
Information and Discovery - What is the evidence that the student can identify a clear and specific problem, challenge or question to investigate? - What is the evidence that students can collect, assess and analyze relevant information			
	• I define the problem, investigation, challenge in my own words, but the explanation may be unclear • I create a small number of related questions that are sometimes clear • I gather information from a limited number of sources with a high level of support.	• I can clearly define the problem, investigation, or challenge in my own words. • I can create several related questions that are usually clear. • I can gather relevant information from trustworthy sources with some support.	• I can thoroughly explain the problem, investigation, challenge including all important details. • I can create related questions that are always clear. • I can gather relevant information from multiple trustworthy sources.
Interpretation and Analysis - What is the evidence that the student can analyze and evaluate the credibility of sources?			
	• I describe the points of view from a few sources, but my explanation may be unclear.	• I can clearly and accurately describe points of view from a variety of sources.	• I can clearly and accurately describe points of view from a variety of sources. • I can explain how sources use reasons and evidence to support points.
Reasoning - What is the evidence that the student can identify assumptions/inferences?			
	• I describe inferences, but my description may be unclear.	• I can clearly describe inferences.	• I can clearly state and justify my inferences about a problem, investigation, or challenge, and explain the assumptions used to make the inferences.
Problem Solving/Solution Finding - What is the evidence that the student can identify, weigh and select from multiple approaches to solve a problem?			
	• I explain ideas about how to best solve a problem, challenge, inquiry question, but the explanation may be unclear. • I begin to use Systems Thinking in problem solving;	• I can clearly explain ideas about how to best solve the problem, challenge, inquiry question. • I can use Systems Thinking in problem solving	• I can offer a very clear and convincing description of how to best solve the problem, challenge, inquiry question. • I can test ideas, assess the outcome, and decide if a new solution is necessary. • I clearly use Systems Thinking in problem solving
Constructing Arguments - What is the evidence that the student is able to make a claim and support it with reasoning and valid evidence?			
	• I state my opinion about an inquiry question but the explanation may be unclear. • I gather limited proof or reasons from sources to support my opinion with assistance.	• I can clearly state my opinion about an inquiry question. • I can gather proof/reasons from sources to support my opinion.	• I can explain and support my opinion with multiple reasons in a logical order.
Self-Regulation/ Reflection - What is the evidence that the student can reflect critically on learning experiences, processes, and solutions?			
	• I define critical thinking in my own words. • I explain the critical thinking skills I used in this unit , but the explanation may be unclear.	• I can clearly explain the critical thinking skills assessed in the unit in my own words. • I can articulate the strengths/weaknesses in my thinking during the unit/project.	• I can accurately self assess my ability to gather and interpret information, make inferences, find solutions, and construct arguments.