**DLO Rubric: Critical Thinking & Problem Solving (CRT) - Essays**

* Compare, analyze, and evaluate information and ideas to solve problems.

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| **Criteria** | **1-Beginning** | **2-Developing** | **3-Competent** | **4-Accomplished** | **N/A** |
| **Explanation of issues/problems[[1]](#footnote-1)** | Issue/problem is not defined or described or describes an issue outside of the assignment/  question. | Issue/problem is somewhat defined and described, but vague. | Issue/problem is mostly identified and described in a fairly organized manner. | Issue/problem is clearly identified and described comprehensively in an organized manner. |  |
| **Student’s position (perspective, thesis/hypothesis)[[2]](#footnote-2)** | Specific position (perspective, thesis/hypothesis) is not stated. | Specific position (perspective, thesis/hypothesis) is stated, but lacks clarity and/or does not fully reflect the complexities of the issue/problem. | Specific position (perspective, thesis/hypothesis) is clearly stated but reflects limited complexities of the issue/problem. | Specific position (perspective, thesis/hypothesis) is clearly stated and thoroughly reflects the complexities of the issue/problem. |  |
| **Analysis and comparison[[3]](#footnote-3)** | Does not addresses diverse perspectives or analyze own and other’s assumptions and biases. | Addresses minimal perspectives, with minimal analysis of own and other’s assumptions and biases or with errors/omissions. | Addresses diverse perspectives, analyzing own and other’s assumptions and biases with a few errors/omissions. | Thoroughly addresses diverse perspectives, analyzing own and other’s assumptions and biases. |  |
| **Evaluation and conclusion[[4]](#footnote-4)** | Conclusions are not logical[[5]](#footnote-5) or clear and do not reflect evaluation of evidence and perspectives. | Conclusions are somewhat logical and clear, reflecting minimal evaluation of evidence and perspectives. | Conclusions are mostly logical and clear, reflecting student’s adequate evaluation of evidence and perspectives. | Conclusions are logical and clear, reflecting student’s informed evaluation of evidence and perspectives. |  |

# Criteria Explanation:

**Explanation of issues/problems-**describes clearly the problem that needs to be solved and/or an issue that is under debate.

**Student’s position-**describes clearlyown point of view adopted and held.

**Analysis and comparison-** examines thoroughly a complex issue or problem in order to understand its nature or to determine its essential features and uses evidence to compare different positions on the issue/problem.

**Evaluation and conclusion-**bases final judgement on a thorough and unbiased examination of the evidence.

# Rating Scale Explanation:

1. **Beginning**: lacks evidence of meeting the criterion.
2. **Developing**: somewhat demonstrates evidence of meeting the criterion. 3- **Competent**: meets the criterion.

4- **Accomplished**: meets and/or exceeds the criterion in a meaningful way.

# Glossary of Terms:

**Logical-**characterized by or capable of clear, sound reasoning.

1. See definition of “explanation of issues/problems” on the next page. [↑](#footnote-ref-1)
2. See definition of “student’s position (perspective, thesis/hypothesis)” on the next page. [↑](#footnote-ref-2)
3. See definition of “analysis and comparison” on the next page. [↑](#footnote-ref-3)
4. See definition of “evaluation and conclusion” on the next page. [↑](#footnote-ref-4)
5. See definition of “logical” on the next page [↑](#footnote-ref-5)