CDHE
COLORADO
Colorado Commission on
Higher Education
Department of Higher Education

GT PATHWAYS COMPETENCY: CRITICAL THINKING

Required in GT Pathways Content Areas:

GT-AH1 (SLOs 2 & 5)   **GT-SS1** (SLOs 1, 2, & 5)

GT-AH2 (SLOs 2 & 5)   **GT-SS2** (SLOs 1, 2 & 5)

GT-AH3 (SLOs 1, 2 & 5)   **GT-SS3** (SLOs 1, 2 & 5)

GT-HI1 (SLOs 3, 4 & 5)

Critical Thinking

Competency in critical thinking addresses a student's ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.

Student Learning Outcomes (SLOs)

Students should be able to:

1. **Explain an Issue (required for GT-AH3, GT-SS1, GT-SS2 & GT-SS3)**

   a. Use information to describe a problem or issue and/or articulate a question related to the topic.

2. **Utilize Context (required for GT- AH1, GT-AH2, GT-AH3, GT-SS1, GT-SS2 & GT-SS3)**

   a. Evaluate the relevance of context when presenting a position.
   b. Identify assumptions.
   c. Analyze one's own and others' assumptions.

3. **Formulate an Argument (required for GT-HI1)**

   a. Ask a question relevant to the discipline.
   b. Synthesize perspectives that answer it.
   c. Take a specific position.

4. Incorporate Evidence (required for GT-HI1)

    a.   Interpret/evaluate sources to develop an analysis or synthesis.

5. Understand Implications and Make Conclusions (required for GT-AH1, GT-AH2, GT-AH3, GT-HI1, GT-SS1, GT-SS2 & GT-SS3)

    a.   Establish a conclusion that is tied to the range of information presented.
    b.   Reflect on implications and consequences of stated conclusion.

CRITICAL THINKING RUBRIC

*This rubric is meant to be an **optional** course design and assessment tool. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet level one performance criteria.*

	4	**3**	**2**	**1**
Explain an Issue(s)	Issue/problem/question to be critically considered is stated clearly and described comprehensively, deliver all relevant information necessary for full understanding.	Issue/problem/question to be critically considered is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem/question to be critically considered is stated but description leaves some terms undefined, ambiguous, unexplored, boundaries undetermined, and/or connections unknown.	Issue/problem/question to be critically considered is stated without any clarification or description.
Utilize Context – Relevance of Context	Thoroughly and carefully identifies and evaluates the relevance of contexts when presenting a position.	Identifies several relevant contexts and offers a brief evaluation of their influences when presenting a position.	Identifies but does not evaluate relevant contexts when presenting a position.	Begins to identify some contexts when presenting a position.
Utilize Context – Identify Assumptions	Thoroughly analyzes and evaluates all (one's own and others') assumptions including some of the more hidden, more abstract ones.	Identifies and evaluates one's own and others' assumptions, but not the ones deeper in the background – the more abstract ones.	Identifies some of the most important assumptions, or may be more aware of others' assumptions than one's own (or vice versa), but does not evaluate them for plausibility or clarity.	Attempts to identify an assumption behind the claims and recommendations made, but overlooks other relevant assumptions.

	4	3	2	1
Formulate an Argument	Asks a relevant question or takes a relevant position (perspective, thesis/ hypothesis) that offers a clear and precise position and takes into account the complexities of an issue. Others' points of view are synthesized and convincing replies are provided.	Asks a relevant question or takes a relevant position (perspective, thesis/ hypothesis) that offers a clear position and takes into account minimal complexities of an issue. Others' points of view are acknowledged within position and replies were provided.	Asks a relevant question or takes a relevant position (perspective, thesis/ hypothesis) that offers a vague or indecisive position and acknowledges different sides of an issue. Anticipates objections to position but does not respond to them.	Attempts to formulate a position, but fails to anticipate objections to his/her point of view **or** fails to consider other perspectives and position.
Incorporate Evidence	Information is from reliable source(s); interpretation/ evaluation rigorous enough to develop a comprehensive and coherent analysis or synthesis.	Information is from reliable source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Reliability or relevance of sources is questionable and/or information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Reliability and relevance of sources is questionable and/or information is taken from source(s) without any interpretation/evaluation.
Understand Implications and Make Conclusions	Identifies a conclusion and thoroughly evaluates implications, conclusions and consequences, while addressing all of the presented assumptions, contexts, data, and evidence.	Identifies a conclusion and briefly evaluates implications, conclusions and consequences while addressing most of the presented assumptions, contexts, data, and evidence.	Identifies a conclusion, and summarizes implications, conclusions, and consequences while addressing a few of the presented assumptions, contexts, data, and evidence.	Identifies a conclusion that is inconsistently tied to implications, some of the presented assumptions, contexts, data, and evidence are oversimplified or not considered.

This rubric was adapted from the Association of American Colleges and Universities (AAC&U) VALUE rubrics and is also aligned with the Interstate Passport Initiative Learning Outcomes. The original VALUE rubrics may be accessed at http://www.aacu.org/value-rubrics. The Interstate Passport Initiative Learning Outcomes can be accessed at http://www.wiche.edu/passport/learningOutcomesCriteria.