

ISLO 6 – Critical Analysis and Reasoning Rubric

Students will formulate or evaluate arguments, problems or opinions and arrive at a solution, position or hypothesis based on carefully considered evidence. (Please refer to the Critical Thinking Analysis Guide c1 (Roberg-Lopez Stephanie J).pdf document for instructions and details available on the Institutional Effectiveness tab in myDCC.)

	Exceeds - 4	Meets - 3	Developing - 2	Does Not Meet Standard - 1
Key Words:	Comprehensively	Accurately	Partially/Inconsistent/ Attempts To	Does Not
1. Can the student formulate or evaluate arguments, problems, or opinions?	Student formulates or evaluates an argument, program, or opinion comprehensively. Issue/ problem is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Student formulates or evaluates arguments, problems, or opinions accurately so that understanding is not seriously impeded by omissions.	Student formulates or evaluates an argument, problem, or opinion only partially. Description leaves key concepts undefined and ambiguous.	Student does not identify, formulate, or evaluate appropriate arguments, problems, or opinions.
2. Can the student arrive at a solution, position, or hypothesis?	Specific solution, position, or hypothesis takes into account the complexities of an issue. Limits of the solution, position or hypothesis are acknowledged. Others' points of view are synthesized. Conclusions and related outcomes are logical and accurate.	Identifies or presents specific solution, position, or hypothesis and/or recognizes the different sides of an issue without further development. Conclusions and related outcomes are logical and accurate, with minor flaws.	Identifies or describes a specific solution, position, or hypothesis without sound reasoning or demonstration of proficiency. There are inconsistencies in reasoning or interpretation. Student demonstrates limited understanding.	Student does not accurately arrive at an appropriate solution, position, or hypothesis.
3. Does the student use carefully considered evidence?	Appropriate evidence is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Evidence is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Evidence is taken from source(s) with some interpretation/evaluation but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Student does not consider or present evidence, or student misinterprets evidence.