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|---|--|---|--|--|---|
| Name  | PSYC 142 Critical Thinking - Grading Rubric  |   |  |  |   |
| Description   | This is the Critical Thinking GRADING rubric.  |   |  |  |   |
| Rubric Detail   |  |   |  |  |   |
|   | <b>Levels of Achievement</b>   |   |  |  |   |
| <b>Criteria</b>   | <b>Inadequate</b>  | <b>Developing</b>   | <b>Acceptable</b>  | <b>Advanced</b>  | <b>Excellent</b>  |
| <p><b>Explanation of problem, question, conflict or issue.</b></p> <p><b>Identify question of interest regarding human behavior.</b></p>  | <p><b>0 Points</b></p> <p>Fails to identify, summarize, or explain the main problem, question, conflict or issue. Represents the issues inaccurately or inappropriately.</p> | <p><b>4 Points</b></p> <p>Identifies main issues but does not summarize or explain them clearly or sufficiently</p>   | <p><b>6 Points</b></p> <p>Clearly identifies and summarizes the main issues, but does not clearly explain why/how the issues are problems or create questions.</p>                                 | <p><b>8 Points</b></p> <p>Clearly and completely identifies and summarizes the main issues, and explains why/how they are problems, conflicts or issues.</p>                               | <p><b>10 Points</b></p> <p>Clearly and completely identifies and summarizes the main issues, and explains why/how they are problems, questions, conflicts or issues and recognizes issues that are not explicitly stated.</p> |
| <p><b>Evidence Selecting and using information to investigate a point of view or conclusion Research and find sources to answer question (minimum of 4 – 2 for each selected perspective). Document information in APA style.</b></p> | <p><b>0 Points</b></p> <p>Doesn't state data or information that counts as evidence (No research completed)</p>  | <p><b>4 Points</b></p> <p>States limited data or information but fails to evaluate the quality of the evidence (Fails to research each side equally or poor quality )</p> | <p><b>6 Points</b></p> <p>States the data or information with limited evaluation of evidence from both perspectives. (Research represents multiple perspectives but some questionable sources)</p> | <p><b>8 Points</b></p> <p>Clearly understands the data or information from both perspectives and expresses judgment about the evidence. (Research is limited but uses quality sources)</p> | <p><b>10 Points</b></p> <p>Fully recognizes and evaluates evidence from both perspectives and uses skillful judgment. (Research is from high quality resources and fully develops multiple perspectives)</p>                  |

| Criteria  | Levels of Achievement   |  |  |   |   |
|---|---|--|--|---|---|
|   | Inadequate  | Developing   | Acceptable   | Advanced  | Excellent   |
| <p><b>Influence of context and assumptions</b></p> <p>(i.e. cultural/social, educational, technological, political, scientific, economic, ethical, personal experience)</p> <p><b>Explain how someone working within each perspective views the issue and how, according to the perspectives an answer to the question would be sought.</b></p> | <p><b>0 Points</b></p> <p>Presents main problem, question, conflict, or issue as having no connections to other conditions or contexts. No analysis of assumptions.</p> | <p><b>4 Points</b></p> <p>Limited identification of contexts and/or assumptions related to main problem, question, conflict, or issue.</p>   | <p><b>6 Points</b></p> <p>Identifies multiple contexts and/or multiple assumptions but limited application to main problem, question, conflict or issue. Limited recognition of own and others contexts and/or assumptions.</p>  | <p><b>8 Points</b></p> <p>Fully identifies multiple contexts and assumptions, both author's own and others and integrates them into the discussion as it applies to the main problem, question, conflict or issue.</p>                            | <p><b>10 Points</b></p> <p>Thoroughly and systematically analyzes own and others assumptions and relevant contexts. Fully applies the analysis of the contexts and assumptions to the main problem, question, conflict, or issue.</p>                 |
| <p><b>Student's position :</b></p> <p><b>Do you agree with one of the psychological findings (perspectives and explanation)? (Provide evidence)</b></p> <p><b>How do your conclusions impact you?</b></p>   | <p><b>0 Points</b></p> <p>Fails to formulate and clearly express or imply own point of view regarding main problem, question, conflict, or issue.</p>                   | <p><b>4 Points</b></p> <p>Vaguely states or implies a position regarding main problem, question, conflict or issue with limited awareness of other perspectives and no discussion of strengths and weaknesses of author's viewpoint.</p> | <p><b>6 Points</b></p> <p>States a position regarding main problem, question, conflict, or issue with awareness of other perspectives and considers only minor objections and considers only the weakest and/or mostly easily refuted alternative positions. Minimal discussion of strengths and weaknesses of author's viewpoint.</p> | <p><b>8 Points</b></p> <p>Formulates a clear and precise personal point of view concerning main problem, question, conflict or issue. Considers a range of alternative positions and discusses strengths and weaknesses of author's position.</p> | <p><b>10 Points</b></p> <p>States a specific, imaginative, and reasonable personal point of view concerning main problem, question, conflict or issue. Recognizes limits of own position while synthesizing other perspectives into own position.</p> |

| Criteria  | Levels of Achievement  |   |   |   |   |
|---|--|---|---|---|---|
|   | Inadequate   | Developing  | Acceptable  | Advanced  | Excellent   |
| <p><b>Conclusions and related outcomes (implications and consequences) How do your conclusions impact society at large?</b></p> | <p><b>0 Points</b><br/>No consideration of implications and related outcomes.</p>              | <p><b>4 Points</b><br/>Limited connections between the conclusions drawn and the information provided; little or no discussion of implication of the position taken</p> | <p><b>6 Points</b><br/>Conclusions follow from the information, but conclusions are of limited significance; position assumptions and implications of conclusions are not explored.</p> | <p><b>8 Points</b><br/>Most conclusions clearly follow from the information considered and integrate multiple perspectives. Position assumptions and implications are explored although full significance might not be developed.</p> | <p><b>10 Points</b><br/>Conclusions and implications are fully fleshed out in a systematic way that follows from consideration of multiple perspectives; conclusions and implications are insightful and creative</p> |
| <p><b>Preparation and Planning Presentation of Material</b></p>   | <p><b>0 Points</b><br/>Inadequate</p>  | <p><b>4 Points</b><br/>Evidence of minimal preparation and planning;</p>  | <p><b>6 Points</b><br/>Evidence of average preparation and planning;</p>  | <p><b>8 Points</b><br/>Evidence of preparation and planning.</p>  | <p><b>10 Points</b><br/>Project is clear, concise, and documented in an informative manner; evidence of extensive planning and preparation.</p>   |
| <p><b>APA Style</b></p>   | <p><b>0 Points</b><br/>Failed to correctly use APA format and/or plagiarism is identified.</p> | <p><b>4 Points</b><br/>Use of APA to correctly format is attempted, but several errors are identified.</p>  | <p><b>6 Points</b><br/>Uses APA format, but has three to five documentation errors. All sources are cited, but not correctly or clearly.</p>  | <p><b>8 Points</b><br/>Correctly uses APA format, but some punctuation or minor citation errors are identified.</p>   | <p><b>10 Points</b><br/>Meets APA standards without documentation errors; transitions between cited material and author's words is clear, smooth, and effective.</p>  |

| Criteria                              | Levels of Achievement         |  |   |   |   |
|---------------------------------------|-------------------------------|--|---|---|---|
|                                       | Inadequate                    | Developing   | Acceptable  | Advanced  | Excellent   |
| <b>Written Product</b>                | <b>0 Points</b><br>Inadequate | <b>4 Points</b><br>The final project demonstrates awkward or improper use of standard writing conventions. Multiple proofing errors are present. | <b>6 Points</b><br>The final project is organized, transitions from one idea to the next and demonstrates average use of standard writing conventions. Concepts and sources are labeled. Some errors in proofing are noted. | <b>8 Points</b><br>The final project is well-organized, flows smoothly from one idea to the next and demonstrates efficient and accurate use of standard writing conventions. Concepts and sources are labeled. Errors in proofing are minimal. | <b>10 Points</b><br>The final project is very well-organized, flows smoothly from one idea to the next, and demonstrates efficient and accurate use of standard writing conventions. Concepts and sources are clearly labeled. No spelling or grammatical errors were identified. |
| <b>Creativity/Level of Engagement</b> | <b>0 Points</b><br>Inadequate | <b>4 Points</b><br>Offered minimal creativity and educational elements.  | <b>6 Points</b><br>Introduced topic with average level of interest and creativity.  | <b>8 Points</b><br>Enhanced project with interesting elements.  | <b>10 Points</b><br>Project was engaging and interesting. Visual supports (tables, graphics, etc.) enhanced overall document.   |
| <b>Overall Project Attitude</b>       | <b>0 Points</b><br>Inadequate | <b>4 Points</b><br>Project did not meet requirements.  | <b>6 Points</b><br>Average final project; limited evidence of commitment.   | <b>8 Points</b><br>Timely submission; above standards project.  | <b>10 Points</b><br>Timely submission; excellent project.   |

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