

2.E: ASSESSMENT REFERENCE GUIDE

2.E.1: Critical Analysis Assignment – Assessment Rubric



	Unacceptable	Basic	Proficient	Distinguished
Problem Identification	Issue/problem to be considered critically is stated without clarification or description. Represents the issues inaccurately or inappropriately.	Identifies main issues, but does not summarize or explain them clearly or leaves some terms undefined. Some issues remain ambiguous or are unexplored. Some boundaries are undetermined. Some backgrounds are unknown.	Successfully identifies and summarizes the main issues, but does not explain how/why they are problems or questions. Some identification of embedded or implicit issues, but minimal reflection is provided.	Clearly identifies and summarizes main issues. Successfully explains how/why they are problems or questions. Identifies embedded or implicit issues, addressing their relationships to each other.
Critical Thinking	Offers biased interpretations of evidence, statements, graphics, questions, information, or points of view of others. Fails to identify or hastily dismisses strong, relevant counter-arguments. Ignores or superficially evaluates obvious alternative points of view. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.	Some misinterpretation of evidence, statements, graphics, questions. Partial ability to identify strong, relevant counter-arguments. Often ignores or superficially evaluates obvious alternative points of view. May draw unwarranted or fallacious conclusions. Seldom explains reasons. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.	Accurately interprets evidence, statements, graphics, questions, etc. Identifies relevant arguments (reasons and claims) in support of and in opposition to the position. Offers analyses and evaluations of obvious alternative points of view. Draws warranted non-fallacious conclusions. Justifies some results or procedures, explains reasons	Accurately interprets evidence, statements, graphics, questions, etc. Identifies relevant arguments (reasons and claims) in support of and in opposition to the position. Offers analyses and evaluations of both obvious and subtle alternative points of view. Draws warranted, non-fallacious conclusions. Justifies most results or procedures, explains reasons.
Evaluation of Evidence	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. Successfully identifies data and information that counts as evidence but fails to thoroughly evaluate its credibility.	Identifies own and others' assumptions and several relevant contexts when presenting a position. Identified all important evidence and rigorously evaluates it.	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position. Provides new data or information for consideration.
Conclusions and Inferences	Conclusions are not justified. Does not recognize limits of conclusions nor implications of assumptions.	Develops reasonable conclusions from the data but does not convincingly link conclusions back to the data. Does not consider consequences or implications of assumptions.	Develops logical conclusions and communicates a logical path from data to conclusion. Incomplete consideration of consequences.	Develops logical conclusions and communicates a logical path from data to conclusion. Recognizes limits of conclusions and considers consequences. Identifies any assumptions that may influence conclusion.