

Does your discipline (or your course) require any of the following

Configuration Review/Inspection

Explanation of Issues Surrounding and Influencing Context

Investigation of Evidence (ideas, artifacts, events)

Systematic and Methodological Analysis (observation, experience)

Evaluating Evidence (making decisions based on evidence)

Drawing Conclusions (making decisions, analyzing, synthesizing)

Reflecting on Implications

Identify a task through which students demonstrate these

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60  
61  
62  
63  
64  
65  
66  
67  
68  
69  
70  
71  
72  
73  
74  
75  
76  
77  
78  
79  
80  
81  
82  
83  
84  
85  
86  
87  
88  
89  
90  
91  
92  
93  
94  
95  
96  
97  
98  
99  
100

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60  
61  
62  
63  
64  
65  
66  
67  
68  
69  
70  
71  
72  
73  
74  
75  
76  
77  
78  
79  
80  
81  
82  
83  
84  
85  
86  
87  
88  
89  
90  
91  
92  
93  
94  
95  
96  
97  
98  
99  
100

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60  
61  
62  
63  
64  
65  
66  
67  
68  
69  
70  
71  
72  
73  
74  
75  
76  
77  
78  
79  
80  
81  
82  
83  
84  
85  
86  
87  
88  
89  
90  
91  
92  
93  
94  
95  
96  
97  
98  
99  
100

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60  
61  
62  
63  
64  
65  
66  
67  
68  
69  
70  
71  
72  
73  
74  
75  
76  
77  
78  
79  
80  
81  
82  
83  
84  
85  
86  
87  
88  
89  
90  
91  
92  
93  
94  
95  
96  
97  
98  
99  
100

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60  
61  
62  
63  
64  
65  
66  
67  
68  
69  
70  
71  
72  
73  
74  
75  
76  
77  
78  
79  
80  
81  
82  
83  
84  
85  
86  
87  
88  
89  
90  
91  
92  
93  
94  
95  
96  
97  
98  
99  
100

level of the issue, though some aspects of it may be confused. Ni and I have discussed the possibility of glossed over.

and explores relevant contexts of the issue, although in a limited way. As such it includes some useful verification of the various authorities. Privately, I think that the assumption and the

own position, which is a solid ground for thinking through, and a consistent alternative position without address the issue. It is clear, although not explicitly stated, that the

adequate skill set is required to select the relevant information and they recognized that. After that, the information is provided although not explicitly stated.

related alternative views. However, the issue of multiple views is less than that in a limited way. Many of the arguments are alternative views that are not explicitly stated. It is clear that the views are not explicitly stated.

to consider evaluating the content of the issue in a single issue. The issue is that the issue may be a very complex issue. The issue is that the issue may be a very complex issue. The issue is that the issue may be a very complex issue.

to consider evaluating the content of the issue in a single issue. The issue is that the issue may be a very complex issue. The issue is that the issue may be a very complex issue. The issue is that the issue may be a very complex issue.

level of the issue, though some aspects of it may be confused. Ni and I have discussed the possibility of glossed over.

and explores relevant contexts of the issue, although in a limited way. As such it includes some useful verification of the various authorities. Privately, I think that the assumption and the

own position, which is a solid ground for thinking through, and a consistent alternative position without address the issue. It is clear, although not explicitly stated, that the

adequate skill set is required to select the relevant information and they recognized that. After that, the information is provided although not explicitly stated.

related alternative views. However, the issue of multiple views is less than that in a limited way. Many of the arguments are alternative views that are not explicitly stated. It is clear that the views are not explicitly stated.

to consider evaluating the content of the issue in a single issue. The issue is that the issue may be a very complex issue. The issue is that the issue may be a very complex issue. The issue is that the issue may be a very complex issue.

to consider evaluating the content of the issue in a single issue. The issue is that the issue may be a very complex issue. The issue is that the issue may be a very complex issue. The issue is that the issue may be a very complex issue.

critica

di

si

u

u

ritica

di

si

ritica

di

si

ritica

di

si

description

di

si

u

u

description

di

si

description

di

si

description

di

si

evaluation

di

si

u

u

evaluation

di

si

evaluation

di

si

evaluation

di

si

evaluation

di

si

u

u

evaluation

di

si

evaluation

di

si

evaluation

di

si

evaluation

di

si

u

u

evaluation

di

si

evaluation

di

si

evaluation

di

si

evaluation

di

si

u

u

evaluation

di

si

evaluation

di

si

evaluation

di

si

evaluation

di

si

u

u

evaluation

di

si

evaluation

di

si

evaluation

di

si





# The Holistic Critical Thinking Scoring Rubric - HCISR

A Tool for Developing and Assessing Critical Thinking

this holistic evaluation leads trainees to internalize descriptions of strong (and weak) thinking.

## Strong Thinking

Accurately interprets evidence, statements, graphics, questions, etc.

Identifies the most important arguments, reasons and claims pro and con

Thoroughly analyzes and evaluates major alternative points of view

Fair-mindedly follows where evidence and reasons lead.

Misinterprets evidence, etc.

Fails to identify strong relevant arguments

Draws unwarranted or fallacious conclusions.

Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others

Does not justify results or procedures, nor explain reasons.

Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

Shows clear-mindedness or inability to reason.