

**Learning Outcome**

**CRITICAL THINKING VALUE RUBRIC**

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*

**Definition**

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Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

**Performance Levels**

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	3	Milestones 2	Benchmark 1
<b>Levels (4,3,2,1,0)</b>				
<b>Explanation of issues</b>	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
<b>Evidence <i>Selecting and using information to investigate a point of view or conclusion</i></b>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information 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.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

**Dimensions**

**Performance Descriptors**

# Transparency in Learning and Teaching

[www.unlv.edu/provost/teachingandlearning](http://www.unlv.edu/provost/teachingandlearning) (TILT)

Transparent teaching and learning methods explicitly focus on *how* and *why* students are learning course content in particular ways.

*Lead Researcher: Mary-Ann Winkelmes, University of Nevada – Las Vegas*

- national research project
- faculty implement transparent teaching
- promotes college students' success
- greater benefits for underserved and first-generation
- anyone can join!

## Template\*:

### **Purpose**

*Define the learning objectives, in language and terms that help students recognize how this assignment will benefit their learning. Indicate how these are connected with institutional learning outcomes, and how the specific knowledge and skills involved in this assignment will be important in students lives beyond the contexts of this assignment, this course, and this college.*

**Skills:** What skills will students need? What skills will they develop?

**Knowledge:** What content will students explore? What will they know as a result of this assignment?

### **Task**

*Describe the activities the student should perform. (You probably already have this done!)*

*Is it clear to students what they will need to do? what resources they will need?*

### **Criteria for Success**

*Define the characteristics of the finished product. Describe how excellent work differs from adequate work by providing annotated examples. Provide a checklist or rubric that students can use to self-evaluate their work prior to submission. Indicate how this evaluation impacts their course grade.*

*Can the student articulate how they will be successful?*

*Do they understand the difference between excellent work and adequate work?*

# Resources for Continued Learning

Association of American Colleges and Universities. (2009). *The VALUE Project Overview. Peer Review, Winter.*

Blaich, C. F., & Wise, K. S. (2011). *From gathering to using assessment results: Lessons from the Wabash National Study (NILOA Occasional Paper No. 8).* Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment.

Fink, L.D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses.* San Francisco: Jossey-Bass.

Hutchings, P., Jankowski, N. A., & Ewell, P. T. (2014). *Catalyzing Assignment Design Activity on Your Campus: Lessons from NILOA's Assignment Library Initiative.* Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

Hutchings, P., Jankowski, N. A., & Schultz, K. E. (2016). Designing Effective Classroom Assignments: Intellectual Work Worth Sharing. *Change: The Magazine of Higher Learning*, 48(1), 6–15.

McConnell, K. D., & Rhodes, T. L. (2017). *On Solid Ground: VALUE Report 2017.* Washington, D.C.: Association of American Colleges and Universities.

Webber, K. L. (2012). The Use of Learner-Centered Assessment in US Colleges and Universities. *Research in Higher Education*, 53(2), 201–228.

Winkelmes, M.-A., Bernacki, M., Butler, J., Zochowski, M., Golanics, J., & Weavil, K. H. (2016). A Teaching Intervention that Increases Underserved College Students' Success. *Peer Review*, 18(1/2), 31–36.

## **VALUE (VALID ASSESSMENT OF LEARNING IN UNDERGRADUATE EDUCATION)**

<https://www.aacu.org/value>

VALUE a nationwide project that examines direct evidence of student learning through direct measures developed by AAC&U. The VALUE rubrics have been developed for 16 ELOs: Inquiry and analysis, Critical thinking, Creative thinking, Written communication, Oral communication, Reading, Quantitative literacy, Information literacy, Teamwork, Problem solving, Civic engagement—local and global, Intercultural knowledge and competence, Ethical reasoning, Foundations and skills for lifelong learning, Global learning, Integrative learning

## **TRANSPARENCY IN LEARNING AND TEACHING IN HIGHER EDUCATION**

<https://www.unlv.edu/provost/transparency>

The Transparency in Learning and Teaching in Higher Education project (TILT Higher Ed) is a national educational development and research project that helps faculty implement a transparent teaching framework that promotes college students' success. Transparent teaching methods help students understand how and why they are learning course content in particular ways. Housed at UNLV, the project invites participants from all institutions of higher education in the US and abroad. Any instructor may join the project by signing up online.