

### Critical Thinking Competency and Writing Competency Rubric

**For purposes of this course, only the Analysis Skill of the Critical Thinking Competency will be graded.**

<b>Criterion</b>	<b>2 Points</b>	<b>5 Points</b>	<b>8 Points</b>	<b>10 Points</b>	<b>Points</b>
<b>Critical Thinking Competency - Analysis</b>  <b>* EVERY QUESTION ASSIGNED IS GRADED ACCORDING TO THIS CRITERION</b>  <b>*THE FINAL EXAM CARRIES HIGHER POINT VALUES BUT IS GRADED ACCORDING TO THIS CRITERION</b>	1. Poor, unacceptable evidence of critical thinking ability and performance at the college level	2. Minimally acceptable, inconsistent evidence of critical thinking and performance at the college level	3. Demonstrable, competent, expected evidence of critical thinking ability and performance at the college level	4. High level excellence in evidence of critical thinking and performance at the college level	
<b>Grammar, sentence structure, spelling, and punctuation</b>  <b>* NOTE: EACH ASSIGNMENT IS ASSIGNED 10 POSSIBLE POINTS FOR THE</b>	1. Uses sentences that are incorrect and are impossible for the reader to understand with many errors in mechanics, grammar, syntax, and/or spelling.	2. Uses sentences that are often incorrect and are difficult for the reader to understand with multiple errors in mechanics, grammar, syntax, and/or spelling	3. Uses sentences that are usually correct but sometimes awkward with some errors in mechanics, grammar, syntax, and/or spelling.	4. Uses correct, varied sentences with few, if any, errors in mechanics, grammar, syntax, and/or spelling.	

<b>WRITING CRITERION</b>					
				<b>Total Points →</b>	

### **Critical Thinking Competency Explanation**

#### **Rio Salado College**

On a standardized test or in a written assignment, the student will demonstrate the ability to:

- Analyze information
- Evaluate material
- Use inference to draw conclusions
- Use deductive reasoning
- Use inductive reasoning at a college level

Workable Definition of Critical Thinking:

Critical thinking is the process of actively and skillfully using a set of core skills – analysis, evaluation, inference, deductive reasoning, and inductive reasoning – to process and generate information and beliefs.

\*\* definition supports “Defining Critical Thinking” by Scriven and Paul, the National Council for Excellence in Critical Thinking, and the measure of overall critical thinking ability measured by the California Academic Press’ *The Test of Everyday Reasoning*.

## **Rio Salado College: Critical Thinking Competency**

### **Four-point Rubric**

4 = High level excellence in evidence of critical thinking ability and performance at a college level

3 = Demonstrable, competent, expected evidence of critical thinking ability and performance at the college level

2 = Minimal level of acceptable, inconsistent evidence of critical thinking ability and performance at the college level

1 = Poor, unacceptable evidence of critical thinking ability and performance at the college level

### **ANALYSIS SKILL RUBRIC EXPLANATION**

<b>4</b>	<p>A. Analyzes key information, questions, and problems clearly and precisely</p> <p>B. Evaluates material with insight</p> <p>C. Uses inference to reason carefully from clearly stated premises to important implications and consequences</p> <p>D. Uses deductive reasoning and problem-solving skills consistently and with ease</p> <p>E. Uses inductive reasoning consistently and with ease</p>
<b>3</b>	<p>A. Analyzes key information, questions, and problems competently</p> <p>B. Evaluates material competently</p> <p>C. Uses inference to reason competently from clearly stated premises to important implications and consequences</p> <p>D. Uses deductive reasoning and problem-solving skills competently</p> <p>E. Uses inductive reasoning competently</p>
<b>2</b>	<p>A. Analyzes some key information, questions, and problems competently</p> <p>B. Evaluates material inconsistently</p>

	<p>C. Uses inference to reason inconsistently from clearly stated premises to implications and consequences</p> <p>D. Uses deductive reasoning and problem-solving skills inconsistently and weakly</p> <p>E. Uses inductive reasoning inconsistently and weakly</p>
<b>1</b>	<p>A. Is unable to analyze information, questions, and problems or does so superficially</p> <p>B. Is unable to evaluate material or does so superficially</p> <p>C. Is unable to or infrequently uses inference to reason from clearly stated premises or recognize implications and consequences</p> <p>D. Is unable to or infrequently uses deductive reasoning and problem-solving skills</p> <p>E. Is unable to or infrequently uses inductive reasoning</p>

### Complete Critical Thinking Skill Explanation

<b>Analysis</b>	<p>4. Analyzes key information, questions, and problems clearly and precisely</p> <p>3. Analyzes key information, questions, and problems competently</p> <p>2. Analyzes some key information, questions, and problems competently</p> <p>1. Is unable to analyze information, questions, and problems or does so superficially</p>
<b>Evaluation</b>	<p>4. Evaluates material with insight</p> <p>3. Evaluates material competently</p> <p>2. Evaluates material inconsistently</p>

	1. Is unable to evaluate material or does so superficially
<b>Inference</b>	<p>4. Uses inference to reason carefully from clearly stated premises to important implications and consequences</p> <p>3. Uses inference to reason competently from clearly stated premises to important implications and consequences</p> <p>2. Uses inference to reason inconsistently from clearly stated premises to implications and consequences</p> <p>1. Is unable to or infrequently uses inference to reason from clearly stated premises or recognize implications and consequences</p>
<b>Deductive Reasoning</b>	<p>4. Uses deductive reasoning and problem-solving skills consistently and with ease</p> <p>3. Uses deductive reasoning and problem-solving skills competently</p> <p>2. Uses deductive reasoning and problem-solving skills inconsistently and weakly</p> <p>1. Is unable to or infrequently uses deductive reasoning and problem-solving skills</p>
<b>Inductive Reasoning</b>	<p>4. Uses inductive reasoning consistently and with ease</p> <p>3. Uses inductive reasoning competently</p> <p>2. Uses inductive reasoning inconsistently and weakly</p> <p>1. Is unable to or infrequently uses inductive reasoning</p>

## **Writing Competency Rubric Explanation**

### **Rio Salado College**

On a written assignment, the student will demonstrate the ability to: 1) generate relevant and sufficient content; 2) organize his or her thoughts coherently; 3) adhere to the conventions of correct mechanics and sentence structure; and 4) use correct terminology and rich vocabulary in the fulfillment, at the college level, of his or her writing assignments

### **Rio Salado College: Writing Competency**

#### **Four-point Rubric**

4 = High level excellence in evidence of writing ability and performance at the college level

3 = Demonstrable, competent, expected evidence of writing ability and performance at the college level

2 = Minimally acceptable, inconsistent evidence of writing ability and performance at the college level

1 = Poor, unacceptable evidence of writing ability and performance at the college level