

CRITICAL THINKING RUBRIC

CRITERIA	EMERGING (Below Performance Standards)	PROFICIENT (Minimal Criteria)	MASTERY (Demonstrates Exceptional Performance)
<p>Appropriateness</p> <p>The student selects material, objects and/or techniques that meet the needs, requirements and rules of the time, place and audience</p>	<ul style="list-style-type: none"> Student does not select material (photos, sound files, video clips, apparel, illustrations, etc.) that is appropriate for the audience and the situation. Student does not use language appropriate for the audience and the situation (as defined by school and district guidelines). Student does not select an efficient tool, technique or paradigm to achieve the desired goal as defined in the project or course guidelines. Student uses humor that doesn't enhance understanding and may offend audience. <p>0 ----- 6 ----- 12</p>	<ul style="list-style-type: none"> Student selects material (photos, sound files, video clips, apparel, illustrations, etc.) that is appropriate for the audience and the situation. Student uses language appropriate for the audience and the situation. Student selects an effective tool, technique or paradigm to achieve the desired goal as defined in the project or course guidelines. Student uses humor that enhances understanding and doesn't offend audience. <p>14 ----- 15 ----- 16</p>	<p>In addition to meeting the PROFICIENT criteria ...</p> <ul style="list-style-type: none"> Student shows a deep understanding of the audience and the situation by selecting material that enhances understanding. Student uses language that creates a strong, positive reaction in audience. Student creates tools, techniques or paradigms that effectively achieve the desired goal. <p>18 ----- 19 ----- 20</p>
<p>Application</p> <p>The student uses this material, understanding and/or skill in new situations</p>	<ul style="list-style-type: none"> Student does not demonstrate an ability to apply theories, principles and/or skills to new situations, settings or problems. Student is not able to modify theories, products, behaviors or skills to fit new or changed environment. <p>0 ----- 6 ----- 12</p>	<ul style="list-style-type: none"> Student demonstrates an ability to apply theories, principles and/or skills to new situations, settings or problems. Student is able to modify theories, products, behaviors or skills to fit new or changed environment. <p>14 ----- 15 ----- 16</p>	<p>In addition to meeting the PROFICIENT criteria ...</p> <ul style="list-style-type: none"> Student actively seeks new environments and situations to apply theories, principles and/or skills. Student provides multiple examples of how theory, principle or skill can be applied. <p>18 ----- 19 ----- 20</p>
<p>Analysis</p> <p>The student breaks down this material and/or skill into its component parts so that its structure can be understood</p>	<ul style="list-style-type: none"> Student does not demonstrate a clear understanding of the rules, definitions, laws, concepts, theories and principles of topic or skill under study. Analysis does not include diagrams, models, timelines, illustrations or step-by-step progression of object/principle/problem under study. The student does not identify cause-and-effect relationships. <p>0 ----- 6 ----- 12</p>	<ul style="list-style-type: none"> Student demonstrates a clear understanding of the rules, definitions, laws, concepts, theories and principles of topic or skill under study. Analysis includes diagrams, models, timelines, illustrations or step-by-step progression of object/principle/problem under study. The student can identify relationships between ideas, data sets, and phenomena. <p>14 ----- 15 ----- 16</p>	<p>In addition to meeting the PROFICIENT criteria ...</p> <ul style="list-style-type: none"> Student is able to use his/her analysis to teach the definitions, law, concepts, theories and principles under study. Student and/or audience is able to differentiate between similar definitions, law, concepts, theories and principles. The student can differentiate between correlation and cause and effect. <p>18 ----- 19 ----- 20</p>
<p>Evaluation</p> <p>The student judges the quality (based on both subjective and objective standards) of the material, object, or performance</p>	<ul style="list-style-type: none"> Student does not demonstrate understanding of the criteria used for evaluation. Student does not defend his/her evaluation (critique) Evaluation is not supported by reference to standards Evaluation does not include comparison and contrast to other ideas/objects/materials. <p>0 ----- 6 ----- 12</p>	<ul style="list-style-type: none"> Student demonstrates understanding of the criteria used for evaluation. Student is able to defend his/her evaluation (critique). Evaluation is supported by reference to standards. Evaluation includes comparison and contrast to other ideas/objects/materials. <p>14 ----- 15 ----- 16</p>	<p>In addition to meeting the PROFICIENT criteria:</p> <ul style="list-style-type: none"> Evaluation includes references (comparison/contrast) to three or more objects/ideas/materials. Student creates clearly defined criteria (i.e., rubric, standards, guidelines) for evaluation. <p>18 ----- 19 ----- 20</p>

<p>Synthesis</p> <p>The student combines more than one object or idea and forms a new, cohesive whole</p>	<ul style="list-style-type: none"> • Synthesis does not successfully integrate ideas, images and/or objects to form a cohesive whole. • Student does not summarize their thinking during the process of synthesis. • Combination of elements is not logical and/or verifiable. <p>0 ----- 3 ----- 6</p>	<ul style="list-style-type: none"> • Synthesis integrates ideas, images and/or objects to form a cohesive whole. • Student is able to summarize their thinking during the process of synthesis. • Combination of elements is logical and justified. <p>7 ----- 8</p>	<p>In addition to meeting the PROFICIENT criteria ...</p> <ul style="list-style-type: none"> • Synthesis is unique. • Synthesis shows careful planning and attention to how disparate elements fit together. • Student is able to create new synthesis based on changing circumstances, input or environment. • Combination of elements is verified. <p>9 ----- 10</p>
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<p>BREAKTHROUGH</p> <p>The student exceeds rubric expectations and demonstrates unusual insights, novel solutions, or similar evidence of 'out of the box' thinking and application.</p>	<p>The evidence for breakthrough is:</p>
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