

TH!NK Common Rubric Rating Form

Enter Date: _____

Course/Section:	Instructor:
NCSUID:	Student:

	LITTLE/NO EVIDENCE (1)	EMERGING (2)	DEVELOPED (3)	CAPSTONE (4)	Either/Or Not able to score (98) Not in assignment (99)	Record Rating
Raising questions, formulating problems						
A Articulating the issue and its scope	Issue/problem to be considered critically is stated <u>without</u> <ul style="list-style-type: none"> • clarification • description of scope 	Issue/problem to be considered critically is stated but leaves some terms <ul style="list-style-type: none"> • undefined • ambiguities unexplored • boundaries undetermined • backgrounds unknown 	Issue/problem to be considered critically is stated, described, and clarified <ul style="list-style-type: none"> • understanding is not seriously impeded by omissions 	Issue/problem to be considered critically is stated clearly and described comprehensively <ul style="list-style-type: none"> • delivers all relevant information necessary for full understanding 		
Gathering and assessing relevant information						
B Selecting and analyzing information	Information is taken from source(s) <u>without</u> any <ul style="list-style-type: none"> • interpretation/evaluation • expert viewpoints taken as fact, without question 	Information is taken from source(s) with enough interpretation/evaluation <ul style="list-style-type: none"> • but <u>not</u> enough to develop a coherent analysis/synthesis • expert viewpoints taken mostly as fact, with little questioning 	Information is taken from source(s) with enough interpretation/evaluation <ul style="list-style-type: none"> • to develop a coherent analysis/synthesis • expert viewpoints are subject to questioning 	Information is taken from source(s) with enough interpretation/evaluation <ul style="list-style-type: none"> • to develop a comprehensive analysis/synthesis • expert viewpoints are questioned thoroughly 		
C Influence of context and assumptions	<ul style="list-style-type: none"> • Shows emerging awareness of assumptions • Begins to identify relevant information 	<ul style="list-style-type: none"> • Questions some assumptions (possibly others' more than own) • Identifies some relevant concepts 	<ul style="list-style-type: none"> • Identifies own and others' assumptions and • Prioritizes relevant concepts 	<ul style="list-style-type: none"> • Challenges assumptions • Analyzes assumptions and relevance systematically 		

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Synthesizing and generating ideas						
D Combining elements or ideas in ways that are coherent and logical	<ul style="list-style-type: none"> Shows little, if any, synthesis in ideas/solutions 	<ul style="list-style-type: none"> Connects ideas but in incomplete ways 	<ul style="list-style-type: none"> Synthesizes ideas into coherent whole 	<ul style="list-style-type: none"> Transforms ideas into new forms 		
E Embracing contradictions	<ul style="list-style-type: none"> Mentions alternatives ideas/perspectives in passing 	<ul style="list-style-type: none"> Identifying value in alternative ideas/perspectives 	<ul style="list-style-type: none"> Explores alternative ideas/perspectives 	<ul style="list-style-type: none"> Integrates alternative ideas/perspectives 		
F Generating and judging alternatives	<ul style="list-style-type: none"> Explores a single approach 	<ul style="list-style-type: none"> Uses a few elements but with limited exploration 	<ul style="list-style-type: none"> Explores multiple elements but <u>does not</u> identify criteria by which to judge appropriateness 	<ul style="list-style-type: none"> Explores multiple elements and variables and identifies criteria by which to judge appropriateness 		
G Originality of thought	<ul style="list-style-type: none"> Restates available ideas 	<ul style="list-style-type: none"> Experiments with creating unique/novel ideas, questions, formats, or products, but in <u>incomplete</u> ways 	<ul style="list-style-type: none"> Combines existing ideas in new ways or transfers existing ideas to new contexts 	<ul style="list-style-type: none"> Extends unique/novel ideas, questions, formats, or products to create new knowledge or knowledge that cuts across boundaries 		
H Adaptability and flexibility of thought	<ul style="list-style-type: none"> Continues to pursue the initial approach <u>without</u> considering new context/information 	<ul style="list-style-type: none"> Makes few adjustments in the face of new context/information 	<ul style="list-style-type: none"> Articulates that a "change in thinking" strategy is called for Partially but appropriately responds to new context/information 	<ul style="list-style-type: none"> Fully and appropriately adapts response to new context/information 		

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Considering alternatives and reaching reasoned conclusions						
<p>I</p> <p>Judging appropriateness</p>	<ul style="list-style-type: none"> Shows limited/no awareness of the benefits and drawbacks of various ideas/solutions Defends ideas with unrelated criteria 	<ul style="list-style-type: none"> Recognizes relevant benefits and drawbacks of ideas/solutions but does not compare values of each 	<ul style="list-style-type: none"> Weighs the value of relevant benefits and drawbacks of ideas/solutions 	<ul style="list-style-type: none"> Weighs the value of relevant benefits and drawbacks of ideas/solutions Selects/recommends appropriate ideas/solutions with sound argument 		
<p>J</p> <p>Taking risks</p> <p>May include personal risk (fear of embarrassment or rejection) or risk of failure in successfully completing assignment, <i>i.e.</i> going beyond original parameters of assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions</p>	<ul style="list-style-type: none"> Stays strictly within guidelines of the assignment 	<ul style="list-style-type: none"> Considers new directions or approaches without going beyond the guidelines of the assignment 	<ul style="list-style-type: none"> Incorporates new directions or approaches to the assignment in the final product 	<ul style="list-style-type: none"> Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product and articulates rationale 		

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Effectively communicating						
K Abstract thinking or Relating the “Big Idea”	<ul style="list-style-type: none"> Describes chronology of steps Describes undifferentiated inventory of ideas Provides literal description of attributes 	<ul style="list-style-type: none"> Attributes some decisions to an overarching principle Applies principle inconsistently Explanation is piecemeal or afterthought 	<ul style="list-style-type: none"> Provides coherent narrative linking idea/solution attributes to constraints Provides some insight into generalizable concepts 	<ul style="list-style-type: none"> Articulates general concepts Poses overarching theories Describes “Big Idea” 		
L Communication	<ul style="list-style-type: none"> Ideas may not be relevant No/little obvious organization 	<ul style="list-style-type: none"> Presents relevant information but ideas are poorly organized 	<ul style="list-style-type: none"> Presents coherent argument linking ideas 	<ul style="list-style-type: none"> Presents compelling argument Responds to audience and/or context 		

Items A, B, C are adapted from the AAC&U value rubric for critical thinking.

Items D, E, G, J are adapted from the AAC&U value rubric for creative thinking.

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