

Holistic Critical Thinking Scoring Rubric

4

Consistently does all or almost all of the following:

Accurately interprets evidence, statements, graphics, questions, etc.
Identifies the salient arguments (reasons and claims) pro and con.
Thoughtfully analyzes and evaluates major alternative points of view.
Draws warranted, judicious, non-fallacious conclusions.
Justifies key results and procedures, explains assumptions and reasons.
Fair-mindedly follows where evidence and reasons lead.

3

Does most or many of the following:

Accurately interprets evidence, statements, graphics, questions, etc.
Identifies relevant arguments (reasons and claims) pro and con.
Offers analyses and evaluations of obvious alternative points of view.
Draws warranted, non-fallacious conclusions.
Justifies some results or procedures, explains reasons.
Fair-mindedly follows where evidence and reasons lead.

2

Does most or many of the following:

Misinterprets evidence, statements, graphics, questions, etc.
Fails to identify strong, relevant counter-arguments.
Ignores or superficially evaluates obvious alternative points of view.
Draws unwarranted or fallacious conclusions.
Justifies few results or procedures, seldom explains reasons.
Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

1

Consistently does all or almost all of the following:

Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others.
Fails to identify or hastily dismisses strong, relevant counter-arguments.
Ignores or superficially evaluates obvious alternative points of view.
Argues using fallacious or irrelevant reasons, and unwarranted claims.
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.
Exhibits close-mindedness or hostility to reason.

IPESL Participant Instructions for Using the “Holistic Critical Thinking Scoring Rubric”

1. **Understand the construct.**

This four level rubric treats critical thinking as a set of cognitive skills supported by certain personal dispositions. To reach a judicious, purposive judgment a good critical thinker engages in analysis, interpretation, evaluation, inference, explanation, and meta-cognitive self-regulation. The disposition to pursue fair-mindedly and open-mindedly the reasons and evidence wherever they lead is crucial to reaching sound, objective decisions and resolutions to complex, ill-structured problems. So are the other critical thinking dispositions, such as systematic, reasoning self-confidence, cognitive maturity, analyticity, and inquisitiveness. [For details on the articulation of this concept refer to Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction. ERIC Document Number:ED 315 423.]

2. **Differentiate and Focus**

Holistic scoring requires focus. In any essay, presentation, or clinical practice setting many elements must come together for overall success: critical thinking, content knowledge, and technical skill (craftsmanship). Deficits or strengths in any of these can draw the attention of the rater. However, in scoring for any one of the three, one must attempt to focus the evaluation on that element to the exclusion of the other two.

3. **Practice & Reconcile**

As you will be working alone in scoring, you are encouraged to achieve a high level of consistency in your ratings. The best way to do this is by **not** assigning final ratings until a number of essays/projects/performances/assignments have been viewed and given preliminary ratings. Frequently natural clusters or groupings of similar quality soon come to be discernible. At that point you can be more confident in assigning a firmer critical thinking score using this four level rubric. After assigning preliminary ratings, a review of the entire set (essays, etc.) assures greater internal consistency and fairness in the final ratings.

4. **MSU, Mankato IPESL Participant Directions**

Students should complete an assignment, essay, project, performance within the first few weeks of the semester that might provide feedback as to their critical thinking skill. Be sure to keep record of each analyzed student's performance on the attached recording sheet (some form of identifying information – name, initials, or identifying number and rubric score). Next, assign the same students a similar type of assignment, essay, project, performance within the last few weeks of the semester. Be sure to record the late semester score and same student information/score for comparison to the beginning of the semester. A copy of the “Holistic Critical Thinking Rating Form” will be submitted to Dr. Tracy Pellett (tracy.pellett@mnsu.edu) at the end of the Spring, 2007 semester as a part of the overall project evaluation process.