## General Education Scoring Guide for Critical Thinking
California State University, Fresno
(sample analytic rubric)

<table>
<thead>
<tr>
<th>Scoring Level</th>
<th>Interpretation</th>
<th>Analysis &amp; Evaluation</th>
<th>Presentation</th>
</tr>
</thead>
</table>
| **4 - Accomplished** | – Analyzes insightful questions  
– Refutes bias  
– Critiques content  
– Examines inconsistencies  
– Values information | – Examines conclusions  
– Uses reasonable judgment  
– Discriminates rationally  
– Synthesizes data  
– Views information critically | – Argues succinctly  
– Discusses issues thoroughly  
– Shows intellectual honesty  
– Justifies decisions  
– Assimilates information |
| **3 - Competent** | – Asks insightful questions  
– Detects bias  
– Categorizes content  
– Identifies inconsistencies  
– Recognizes context | – Formulates conclusions  
– Recognizes arguments  
– Notices differences  
– Evaluates data  
– Seeks out information | – Argues clearly  
– Identifies issues  
– Attributes sources naturally  
– Suggests solutions  
– Incorporates information |
| **2 - Developing** | – Identifies some questions  
– Notes some bias  
– Recognizes basic content  
– States some inconsistencies  
– Selects sources adequately | – Identifies some conclusions  
– Sees some arguments  
– Identifies some differences  
– Paraphrases data  
– Assumes information valid | – Misconstructs arguments  
– Generalizes issues  
– Cites sources  
– Presents few options  
– Overlooks some information |
| **1 - Beginning** | – Fails to question data  
– Ignores bias  
– Misses major content areas  
– Detects no inconsistencies  
– Chooses biased sources | – Fails to draw conclusions  
– Sees no arguments  
– Overlooks differences  
– Repeats data  
– Omits research | – Omits argument  
– Misrepresents issues  
– Excludes data  
– Draws faulty conclusions  
– Shows intellectual dishonesty |

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