

2021-2026 General Education Rubric

## Competency: *Critical Thinking*

**Critical thinking** is the ability to evaluate information by examining and questioning assumptions, accepting or rejecting claims, or applying logical reasoning.

The following rubric will be used to measure students' critical skills as part of Broward College's general education assessment process. A faculty member may use any one class assignment for this assessment, so long as the assignment selected allows for an accurate measurement of at least one of the critical thinking outcomes included in the rubric below.

**Please use one of the following learning outcomes to assess your students' work.**

	<i>Exceeds Competency</i>	<i>Demonstrates Competency</i>	<i>Approaches Competency</i>	<i>Below Competency</i>
<b>Explain questions, problems, and/or issues</b>	<b>Clearly states and describes</b> the hypothesis, question, problem, or issue in a way that demonstrates a comprehensive understanding <b>and</b> provides relevant information necessary for full understanding of the hypothesis, question, problem, or issue	<b>States and describes</b> hypothesis, question, problem, or issue in a way that demonstrates a fundamental understanding and provides relevant information necessary for a general understanding of the hypothesis, question, problem, or issue	<b>States but does not describe</b> the hypothesis, question, problem, or issue in a way that demonstrates a fundamental understanding <b>nor</b> provides relevant information necessary for understanding the hypothesis, question, problem, or issue	<b>Does not state and/or describe</b> the hypothesis, question, problem, or issue

	<i>Exceeds Competency</i>	<i>Demonstrates Competency</i>	<i>Approaches Competency</i>	<i>Below Competency</i>
<b>Analyze and interpret relevant information</b>	<b>Clearly identifies and systematically breaks down</b> the purpose, argument, information, or key idea/concept/term, using relevant factors to offer in-depth insights	<b>Identifies and breaks down</b> the purpose, argument, information, or key idea/concept/term, using relevant factors to offer insights	<b>Identifies, but does not break down</b> the purpose, argument, information, or key idea/concept/term, using relevant factors to offer insights	<b>Does not identify or break down</b> the purpose, argument, information, or key idea/concept /term

	<i>Exceeds Competency</i>	<i>Demonstrates Competency</i>	<i>Approaches Competency</i>	<i>Below Competency</i>
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<b>Evaluate information to determine potential conclusions</b>	<b>Thoroughly assesses and questions</b> the credibility or significance of the purpose, argument, information or key idea/concept/term to determine potential conclusions	<b>Assesses and questions</b> the credibility or significance of the purpose, argument, information or key idea/concept/term to determine potential conclusions	<b>Assesses and questions</b> the credibility or significance of the purpose, argument, information, or key idea/concept/term, <b>but not enough to determine</b> potential conclusions	<b>Does not assess or question</b> the credibility or significance of the purpose, argument, information, or key idea/concept/term to determine potential conclusions
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	<i>Exceeds Competency</i>	<i>Demonstrates Competency</i>	<i>Approaches Competency</i>	<i>Below Competency</i>
<b>Generate a well-reasoned conclusion</b>	Conclusion is <b>comprehensive</b> , logical and reflects the ability to thoroughly integrate thoughts relevant to the stated hypothesis, question, problem, or issue	Conclusion is <b>sufficient</b> , logical and reflects the ability to integrate thoughts relevant to the stated hypothesis, question, problem, or issue	Conclusion is <b>somewhat</b> logical and partially reflects the ability to integrate thoughts relevant to the stated hypothesis, question, problem, or issue	Conclusion is <b>inconsistent</b> and does not reflect the ability to integrate thoughts relevant to the stated hypothesis, question, problem, or issue

Outcome assessed:

Number of students who exceeded competency:

Number of students who demonstrated competency:

Number of students who approached competency:

Number of students who were below competency:

Number of students who did not turn in a submission: