

Table 1: Critical Thinking Rubric

| Criterion | Capstone 4 | Milestone 3 | Milestone 2 | Benchmark 1 |
|---|--|---|--|--|
| 1: Explanation of issues | Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. | Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions. | Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown. | Issue/problem to be considered critically is stated without clarification or description. |
| 2: Evidence <i>Selecting and using information to investigate a point of view or conclusion</i> | Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. | Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. | Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. | Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question. |
| 3: Influence of context and assumptions | Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position. | Identifies own and others' assumptions and several relevant contexts when presenting a position. | Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa). | Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). |
| 4: Student's position (perspective, thesis/hypothesis is) | Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position. | Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis). | Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. | Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. |
| 5: Conclusions and related outcomes (implications and consequences) | Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order. | Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. | Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly. | Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified. |

Set standards for the areas

Table2: Critical Thinking Data Collection Sheet

| Criterion | Capstone 4 | Milestone 3 | Milestone 2 | Benchmark 1 |
|---|---------------|----------------|----------------|----------------|
| 1: Explanation of issues | 4 | 3 | 2 | 1 |
| 2: Evidence <i>Selecting and using information to investigate a point of view or conclusion</i> | 4 | 3 | 2 | 1 |
| 3: Influence of context and assumptions | 4 | 3 | 2 | 1 |
| 4: Student's position (perspective, thesis/hypothesis) | 4 | 3 | 2 | 1 |
| 5: Conclusions and related outcomes (implications and consequences) | 4 | 3 | 2 | 1 |

Define critical thinking as a goal and a learning outcome for sociology graduate students

Sociology graduate students will demonstrate a habit of systematically exploring issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion": Our graduate students will (**PLO 6: Critical thinking** adopted from the VALUE rubric in Appendix 4):

- 1: Clearly state the issue/problem that needs to be considered critically, comprehensively describe the issue/problem, and deliver all relevant information so it is necessary for a full understanding of the issue/problem (**1. Explanation of issues**).
- 2: Thoroughly interpret and evaluate the information taken from source(s) to develop a comprehensive analysis or synthesis (**2. Evidence**)
- 3: Thoroughly analyze their own and others' assumptions and carefully evaluate the relevance of contexts when presenting a position (**3. Influence of context and assumptions**).
- 4: Students' specific position (perspective, thesis, or hypothesis) takes into account the complexities (all sides) of an issue. Limits of position and others' points of view are acknowledged and synthesized within position (**4. Student's position**);
- 5: Conclusions, consequences and implications are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order (**5. Conclusions and related outcomes**).

Learning goal