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

Table 1: Critical Thinking Rubric

Set standards for the eareas

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

Table2: Critical Thinking Data Collection Sheet

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).