

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