**Critical Thinking Rubric**

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|  | **4**  **Highly**  **Proficient** | **3**  **Proficient** | **2**  **Needs Improvement** | **1**  **Not**  **Proficient** |
| **Evaluation**  **Propose solution**  **Make recommendations**  **Summarize**  **Compare**  **Etc.** | Student provides clear analysis in their writing. This should be accurate, logical, & directly tied to the given information. | Student provides some analysis in their writing. This should be directly tied to the given information. | Student provides some analysis in their writing. This is incorrect, illogical, or not directly tied to the given information. | Student was unable to provide analysis. |
| **Evidence**   * **Justify** * **Defend** | Students provide at least two clear pieces of evidence from the text to support their analysis. | Students provide at least one clear piece of evidence from the text to support their analysis. | Students provide evidence to support their analysis, but the evidence is not from the text - OR – students have evidence, but no analysis. | Students are unable to support their analysis with evidence. |
| **Communication** | Student produces an exceptional product that is clear and coherent. The development, organization, style and content vocabulary are advanced. Writing is mostly error free. | Student produces a clear and coherent product in which the development, organization, style, and content vocabulary are appropriate. Errors may interfere with understanding. | Student produces a product that is partially clear and coherent. The development, organization, style and, content vocabulary are lacking. Errors interfere with understanding | Student produces an unclear and/or incoherent product. The development, organization, style, and content vocabulary are weak. |

**80%) 10-12 points = 4**

**(60%) 7-9 points = 3**

**(40%) 5-6 points = 2**

**0-4 points = 1**