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WCC Definition: Critical Thinking is a habit of mind characterized by the thorough analysis of issues, ideas, artifacts, information or events to construct an argument or a solution.

WCC Outcome: Analyze information in order to construct an argument or solution.

(R): Reinforcing (I/R): Introducing and Reinforcing (I): Introducing

Explanation of Issues (Analysis)	Proficient (R) 4	Progressing (I/R) 3	Beginning (I) 2	Entry (I) 1
<i>Categorization</i>	Explores ways to categorize information to improve meaning.	Categorizes information into meaningful groups.	Lists information.	Does not identify information.
<i>Classification</i>	Examines reasoning for information classifications.	Classifies information.	Incorporates information.	Lists information.
<i>Considers Biases</i>	Overcomes biases.	Contests biases.	Identifies biases	Does not detect any biases.
<i>Considers Assumptions (Personal and Others')</i>	Validates/debunks assumptions.	Questions the validity of assumptions.	Identifies assumptions.	Does not identify assumptions.
<i>Consideration</i>	Examines the ____.	Considers the ____.	Questions the ____.	Accepts the ____.
<i>Consider Diverse Perspectives</i>	Scrutinizes various perspectives.	Describes various perspectives.	Identifies various perspectives.	Does not identify various perspectives.
<i>Consider Conflicting Opinions and Points of View.</i>	Impartially explores the issue.	Explains both sides of an issue.	Identifies conflicting opinions about the issue.	Does not identify conflicting opinions about the issue.
<i>Assess Data or Source Materials</i>	Explains the potential effects of the validity of data or other source material.	Determines /assesses the validity of data or source materials.	Recognizes the validity of data or source materials.	Ignores the validity of data or source materials.
<i>Points of View</i>	Objectively examines each stakeholder's viewpoint focusing especially on own biases.	Use a neutral approach to identify pro and con viewpoints.	Presents one viewpoint in support of own position.	Expresses personal bias in presentation of viewpoints.

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Explanation of Issues (Analysis)	Proficient (R) 4	Progressing (I/R) 3	Beginning (I) 2	Entry (I) 1
<i>Analysis</i>	Examines the ____.	Analyzes the ____.	Breaks Down the ____.	Itemizes the ____.
<i>Comparison and Contrast</i>	Interprets the meaning of critical points/issues/ etc. for comparison and contrast.	Compares AND Contrasts meaningful points /issues /etc.	Compares OR contrasts common or basic points /issues/ etc.	Identifies some points for comparison.
<i>Information Selection</i>	Selects and organizes data /facts to support the thesis /argument /etc.	Filters the data /facts to find useful information.	Recounts /cites data/facts.	Briefly mentions some facts or data.
<i>Examination/Experimentation.</i>	Experiments with the ____.	Examines the ____.	Probes the ____.	Looks at the ____.

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Evidence (<i>Interpretation</i>) <i>Selecting and using information to investigate a point of view or conclusion.</i>	Proficient (<i>R</i>) 4	Progressing (<i>I/R</i>) 3	Beginning (<i>I</i>) 2	Entry (<i>I</i>) 1
<i>Clarifying Questions- Quality</i>	Offers insightful questions.	Asks good questions.	Identifies some questions.	Does not ask questions.
<i>Clarifying Questions- Construction</i>	Clarifies key questions to guide efforts.	Defines key questions to guide efforts.	Includes key questions to guide efforts.	Omits key questions to guide efforts.
<i>Clarifying Understanding</i>	Examines/Explains key issues.	Describes key issues.	Mentions key issues.	Does not raise key issues.
<i>Differentiation</i>	Distinguishes between and among elements/issues/ideas, etc. (usually with finer distinctions).	Differentiates between elements/issues/ideas/etc. (usually with large or common characteristics)	Describes characteristics of various elements/issues/ideas/etc.	Identifies various elements/issues/ideas/etc.
<i>Comprehension</i>	Deeply understands the nuances found in the situation/material.	Comprehends the important elements found in the situation/material.	Follows the basics/gist of the information in the situation/material	Misunderstands the situation/material.
<i>Critical Research</i>	Critiques the content of the source materials.	Describes/defines the content of the source materials.	Records/cites the content found in source materials.	Misses key source materials.
<i>Critical Reading</i>	Explains /counters inconsistencies or validates absence of them.	Describes/defines inconsistencies or verifies absence of them.	Identifies some inconsistencies or states that none exist.	Overlooks inconsistencies.
<i>Finding Significance</i>	Scrutinizes the meaning of the information.	Describes the meaning of the information.	Identifies potential meanings of the information.	Ignores or misrepresents the meaning of the information.
<i>Use of Quotes</i>	Interprets the meaning of the speech/document/etc.	Describes pertinent quotes from the speech/document/etc.	Paraphrases the speech/document/etc.	Restates the speech/document/etc.

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<i>Finding Relationships and Patterns</i>	Explores patterns running through the data by explaining the patterns and/or sub-patterns.	Summarizes the main pattern running through the data or information.	Mentions a potential main pattern running through the data or information.	Does not identify any patterns in the data or information.
<i>Finding Significance</i>	Scrutinizes the meaning of the information.	Describes the meaning of the information.	Identifies potential meanings of the information.	Ignores or misrepresents the meaning of the information.

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Influence of Context and Assumptions (<i>Inference</i>)	Proficient (<i>R</i>) 4	Progressing (<i>I/R</i>) 3	Beginning (<i>I</i>) 2	Entry (<i>I</i>) 1
<i>Framing Assumptions (for complex problems)</i>	Reframes the problem to yield new perspectives on the issue.	Addresses the framing assumptions around a problem when dealing with an issue.	Identifies the assumptions at work in a given problem.	Jumps directly to an answer for a problem.
<i>Inquiry</i>	Interprets the meaning and implications of test results for a hypothesis.	Adequately tests a hypothesis.	States a valid hypothesis.	Attempts to generate a hypothesis.
<i>Conjecting Alternatives</i>	Discovers unique alternatives.	Considers valid alternatives.	Lists some alternatives but some may not be valid.	Does not list any valid alternatives.
<i>Use of Alternatives</i>	Explores alternatives.	Describes alternatives.	Identifies alternatives.	Does not mention alternatives.
<i>Decision Making</i>	Justifies decisions.	Makes some supporting comments for decisions.	Mentions decisions.	Does not make a decision.
<i>Decision Making Based on Evidence</i>	Examines evidence for making decisions.	Explains evidence for making decisions.	Mentions evidence for making decisions.	Does not mention evidence for making decisions.
<i>Decision Making Based on Support</i>	Justifies why a given decision is the best.	Makes and supports a good decision.	Makes a decision but does not provide backing.	Does not make a decision.
<i>Making Connections</i>	Authenticates / theorizes connections between ____.	Reasons / hypothesizes appropriate connections between ____.	Makes some connections between ____.	Suggests connections between ____.
<i>Cause and Effect Relationships</i>	Explains the nuances of and/or reasoning for the cause and effect relationship.	Summarizes the elements of the cause and effect relationship.	Defines the cause and effect relationship.	Does not state (or misstates) the cause and effect relationship.
<i>Handling Contradictions</i>	Resolves the contradictions in ____.	Explains the contradictions in ____.	Identifies the contradictions in ____.	Misses the contradictions in ____.

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<i>Induction</i>	Clearly articulates the logic of a generalization based on evidence.	Constructs a valid generalization based on evidence.	Overgeneralizes due to missing evidence or unfounded assumptions.	Does not make a logical generalization.
<i>Use Inductive Analysis</i>	Explores and/or prioritizes the reasons for the event.	Summarizes the most likely reasons for an event.	Suggests potential reasons for the event.	Does not state potential reasons for the event OR makes overgeneralizations about the reasons for the event.
<i>Reasoning</i>	Justifies reasons for position / argument/ decision.	Explains reasons for position / argument/ decision.	Identifies reasons for position / argument/ decision.	Makes illogical attempts at reasoning.
<i>Reasoning for or against a position.</i>	Substantiates /refutes a position with overwhelming reasoning. (Normally using both sides of the position).	Defends /challenges a position with reasoning.	Advocates /argues one side of a position.	States a position.
<i>Drawing Conclusions</i>	Explains the merits of conclusions.	Supports conclusions.	Describes conclusions.	States conclusions.
<i>Deduction</i>	Supports the validity of a prediction or conclusion.	Generates a valid conclusion or prediction.	Makes a weakly supported conclusion or prediction.	Makes an unfounded conclusion or prediction.
<i>Argumentation</i>	Explains a well-articulated and cogent argument.	Clearly describes a cogent argument.	Provides a basic position without describing the full argument.	Attempts to describe an argument.
<i>Problem Solving</i>	Explains why a valid/effective solution overcomes the problem.	Finds a valid/effective solution that overcomes the problem.	Offers a less than valid/effective solution that does not fully solve the problem.	Guesses at a solution to the problem.

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<i>Planning-Quality</i>	Explains why a given plan is the best.	Describes a workable plan.	Offers a coherent/logical plan.	Suggests a weak, unstructured or untenable plan.
<i>Planning-Feasibility</i>	Strategizes optimal steps for ____.	Plans appropriate steps for ____.	Suggest potential steps for ____.	Assembles a set of steps for ____.
<i>Making Improvements</i>	Customizes /optimizes /transforms ____.	Improves /refines /streamlines ____.	Edits/revises ____.	Corrects ____.
<i>Estimation</i>	Forecasts ____ based on analysis of data/information.	Estimates ____ based on data/information.	Predicts ____ based on insufficient data/information.	Guesses about ____.
<i>Compromise</i>	Mediates a decision to find an optimal solution to the problem.	Negotiates a decision to solve the problem.	Attempts to weigh the options before attempting to solve the problem.	Makes a unilateral decision.
<i>Music Development</i>	Composes a publishable musical score.	Develops a coherent musical piece.	Constructs a melody.	Assembles a series of notes.
<i>Creativity: Imaginative</i>	Generated a unique solution I have not heard before.	Developed an uncommon solution that was not in the textbook.	Paraphrased a common or textbook solution.	Copied a solution from the course textbook.
<i>Creativity: Inventive</i>	Created an unconventional approach that went well beyond the assignment.	Experimented with an approach that was not previously discussed in class.	Used a proved/common approach.	Replicated the approach discussed in class.
<i>Creativity: Production</i>	Invents something completely unique.	Creates something unusual.	Generates something similar to previously encountered models.	Copies an idea already presented in class or from textbook.
<i>Translation</i>	Adapts materials/speech/document into the target language.	Translates materials/speech/document into the target language.	Uses some phrases in the target language.	Determines the word equivalents in the target language.

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Student's Position/Solution (Explanation & Self-Regulation) (perspective, thesis/hypothesis)	Proficient (R) 4	Progressing (I/R) 3	Beginning (I) 2	Entry (I) 1
<i>Audience Consideration</i>	Influenced the audience OR spoke convincingly to the audience.	Considered the audience.	Identified but didn't communicate with the audience.	Did not address the audience.
<i>Argument – Description or Elaboration</i>	Elaborates a claim/argument clearly enough to allow the reader/listener to appreciate the position.	Describes a claim/argument clearly enough to allow the reader/listener to understand the position.	Mentions a claim/argument but leaves the reader/listener with questions.	Makes a nonsensical or vague claim/argument.
<i>Argument – Use of Reasoning or Evidence</i>	Expands/expounds on the issues using exemplary reasoning /evidence / logic /etc.	Argues the issues using sufficient reasoning /evidence /logic/etc.	Describes the issues.	States the issues.
<i>Illustration</i>	Details important information that fully illustrates the content with material the reader could not personally bring to the text.	Describes information that illustrates the content.	Provides commonly known information to illustrate the content.	Does not provide information to illustrate the content.
<i>Synthesis</i>	Synthesized primary source materials to fully understand the combatants' viewpoints.	Analyzed primary source materials to understand the combatants' viewpoints.	Paraphrased mainly secondary source materials to understand the combatants' viewpoints.	Copied secondary source materials to list the combatants' viewpoints.
<i>Organization/Synthesis</i>	Synthesizes the disparate parts into a meaningful whole.	Organizes the disparate parts to aid the reader.	Tells the reader about the main parts.	Does not identify the disparate parts.

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<i>Synthesis</i>	Synthesizes information to support the story /thesis /work.	Summarizes information from various sources.	Cites or lists information without synthesis.	Does not use external information.
<i>Organization</i>	Ideas flow smoothly from one to another and are clearly linked to each other making it very easy to follow.	Ideas are arranged logically and support each other making it possible to follow.	Ideas are present and in a generally acceptable order , but are not connected to each other in a logical way thus making it difficult to follow.	Ideas are presented randomly and/or are not logically linked to each other thus making it almost impossible to follow.
<i>Summarization/Abstraction</i>	Abstracts the main points of the experiment.	Summarizes the experiment.	Organizes information from the experiment.	Restates the experiment.
<i>Discussion/Amplification</i>	Amplifies on the main points of ____.	Discusses the main points of ____.	Tells the main points of ____.	Attempts to list the main points of ____.
<i>Integration</i>	Incorporates /unites elements to optimize ____.	Integrates /blends /merges elements in a meaningful way.	Combines /mixes elements.	Lists elements.
<i>Self-Monitoring</i>	Explores own shortcomings or errors.	Describes own shortcomings or errors.	Mentions own shortcomings or errors.	Does not mention own shortcomings or errors.
<i>Reflection</i>	Examines the quality of own thinking.	Describes own thinking.	Mentions thoughts or beliefs.	Overlooks or does not state own thinking.
<i>Self-Correction</i>	Scrutinizes errors to determine ways to avoid in future.	Self-Corrects errors.	Identifies errors.	Does not identify errors.

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Conclusions and Related Outcomes (Evaluation) <i>(implications and consequences)</i>	Proficient (R) 4	Progressing (I/R) 3	Beginning (I) 2	Entry (I) 1
<i>Assess or Judge Based on Standards</i>	States and uses standards to examine ____.	Makes some judgements about ____.	Accepts ____ at face value.	Misinterprets ____.
<i>Rigor</i>	Validates / Defends / Argues / Debunks the facts / issues / ideas / etc.	Checks/Verifies / Corroborates the facts /issues / ideas / etc.	Defines the facts /issues /ideas /etc.	Lists some of the facts /issues /ideas / etc.
<i>Degree of Consideration</i>	Critiques the items/ options/ ideas /etc.	Ranks / Rates the items/ options/ ideas /etc.	Suggests the value of items/ options/ ideas /etc.	Defines the items/ options/ ideas /etc.
<i>Evaluation</i>	Critiques the credibility/ quality/ relevance/ etc. of ____.	Explains the credibility/ quality/ relevance/ etc. of ____.	Describes the credibility/ quality/ relevance/ etc. of ____.	States the credibility/ quality/ relevance/ etc. of ____.
<i>Use of Standards and Criteria</i>	Applies relevant criteria to the problem or issue.	Defines the criteria and reasoning used to make judgements.	Identifies criteria used for making judgements.	Does not use criteria or use invalid criteria for making judgements.
<i>Judgment</i>	Explains the reasons for a given value judgment about ____.	Determines the value/merit efficacy of ____.	States a judgement about the value/merit/efficacy of ____.	Guesses or restates others' judgments about the value/merit/efficacy of ____.
<i>Suspend or Delay</i>	Suspends judgment until all available facts/information/data are available.	Uses sufficient facts/information/data for making a judgment.	Applies some facts/information/data to making a judgment.	Rushes to make a judgment/decision/conclusion.
<i>Depth of Reasoning</i>	Appraises the options at length to make a more informed decision.	Discriminates between/among options before making a decision.	Decides between options based on some information.	Makes a quick decision based on opinion or other means.
<i>Testing</i>	Evaluates the ____.	Tests the ____.	Calculates the ____.	Estimates the ____.
<i>Adjusting/Calibrating</i>	Calibrates the ____.	Adjusts the ____.	Tests the ____.	Reads the ____.
<i>Determine Priorities or Probabilities</i>	Explain why some outcomes are more probable than others.	Distinguish between probable and improbable outcomes.	Identify probable outcomes.	Offer outcomes without determining their probability.

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